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ABSTRACT

Designed to serve as a resource to persons who work with youth and who plan activities to improve the education/work connection, this report identifies existing programs and activities that address the education-to-work connection and work to improve youth employment. It consists of three sections. The first section contains an overview of youth employment with implications for vocational education. The second section (the bulk of the report) consists of program/activity report forms describing 274 youth employment programs in the fifty states, Guam, and Puerto Rico. Each program report form contains the following information: program/activity title, operating agency/institution, contact person, number served by the project, program activity description, appropriate descriptors of the program/activity, and evaluation/indicators of success. Reports are arranged alphabetically by state. A brief section on methodology, a program index by state and title, and an index by descriptors are also provided. The third section contains thirty-nine additional references which address the problem of youth employment. (MN)

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EFFECTIVE PROGRAMMING FOR YOUTH: THE EDUCATION/WORK CONNECTION

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INTRODUCTION

The National Association of State Directors of Vocational Education, the Vocational Education Research Coordinating Unit Directors, and others have stressed the need for coordinated state efforts to prepare youth to make the transition from useful education to successful work lives. Planning for such an effort began at the workshop for "Multi-State, Multi-Year Cooperative Research Efforts" for State Vocational Education Research Coordinating Units (RCUs) held at the National Center for Research in Vocational Education (February, 1980). At that time it was determined that a first step in working toward such a coordinated effort would be to develop a better understanding of the youth employment problem. This publication presents the initial coordinated research activities by Pennsylvania and Wisconsin to study youth employment on a national and state level.

As part of the multi-state effort, the Wisconsin Board of Vocational, Technical and Adult Education funded the Wisconsin Vocational Studies Center to identify existing programs and activities which address the education to work connection and are designed to improve youth employability. During the course of study, vocational educators and service providers across the nation were asked to identify effective program activities. Information and data compiled during this project are reported in this publication, Effective Programming for Youth: The Education/Work Connection. These data provide an informational base for the eventual design and field-testing of program models, identification of further research activities, and dissemination/diffusion/utilization of materials and models.

In conjunction with the Wisconsin effort, Pennsylvania is studying and reporting on characteristics of unemployed youth and barriers to youth employment. A summary of the first of these activities is included in this publication. The summary, "Youth Unemployment: An Overview with Implications for Vocational Education," presents a brief overview of the literature and research describing the scope, causes, and consequences of youth unemployment in the United States. The study of barriers to youth employment is presently being conducted by the State of Pennsylvania.

This publication is designed to serve as a resource to persons working with youth and planning activities to improve the education/work connection. The importance of the programs reported in this publication and other activities is emphasized by the coordinated Wisconsin and Pennsylvania research efforts and by the national attention focused on improving youth employability.

PREFACE

One of the principles of vocational education developed by a recent vocational education task force in Wisconsin states that: "Vocational education is for all individuals who need it, want it, and who are able to profit by it without regard to sex, creed, religion, race, geographical location or physical or mental handicaps." Many dynamic interacting factors infringe on the efforts to attain or comply with this principle. One major symptom of these factors is the relatively high level of youth unemployment.

Youth employment is one of the most pressing social, economic and political challenges facing our nation today. All unemployment is wasteful but when it is concentrated among youth (about half of all unemployment) it has particular human, social and economic consequences. It implies not only a current loss of valuable resources, but also lost returns on human capital investments which will doubtless extend into the future.

Although we recognize this as a problem, and several billion dollars have been spent in attempts to treat it, we seem to lack understanding of the causes, consequences, and cures which are necessary for effective action. Although there is much data available, and countless studies and experiments have been conducted on many aspects of the problem over the past several years, we must find out more about what works and what doesn't work.

The National Center for Research in Vocational Education (NCRVE) should be commended for convening Research Coordinating Unit (RCU) staff and others from several states to identify and plan multi-state projects during 1979 and 1980. This is an initial report of one of the facets of a multi-state project involving the states of Pennsylvania and Wisconsin.

The overall goal of this cooperative project is to improve vocational education's capability to increase employment of youth. Initial foci encompased: (1) needs and characteristics of (unemployed) youth, (2) barriers to youth employability, and (3) effective programming and strategies to improve youth employability.

Many community groups or agencies in education, government, labor, business and industry, and citizens in general have a role to play in increasing youth employment. However, vocational education has a major role in preparing youth for jobs, a constructive future, and providing a smooth transition from school to work.

Many of the programs, strategies and services required to prevent and treat youth unemployment are natural extensions of what vocational education is already doing.

Although no single strategy works for everyone, the programs and practices described in this publication have been tried and have been effective in increasing employability of (unemployed) youth throughout the nation. They are available for use in the attempts to accomplish goals and objectives to meet needs at local and state levels.

This document should be used by teachers, counselors, administrators and others to improve vocational education's capabilities to increase employability of all youth in our Nation.

Robert P. Sorenson, Ph.D.
State Director
Wisconsin Board of Vocational,
Technical and Adult Education

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Project staff would also like to take this opportunity to thank the Pennsylvania Research Coordinating Unit for their interest and cooperative planning efforts in studying the youth employment problem. David Passmore, who researched and developed materials addressing unemployed youth and whose summary of the research has been reprinted here, is also gratefully acknowledged.

Special appreciation is extended to the National Center for Research in Vocational Education for their initial efforts in facilitating development of multi state efforts through their national RCU workshop in February of 1980.

A special thank you must also be offered to the many individuals in state offices, educational institutions, and agencies who responded to telephone calls, surveys, and follow-up materials. Without their help, the numerous projects could not have been identified and annotated for this report. Their time and effort to support project activities are sincerely appreciated.

Finally we wish to thank Jerry Anderson (Graphic Artist, WBVTAE) for designing the cover of the publication and Sandy Alt and Sally Johnson for preparing the materials for publication.

J.N.
N.W.

Section A

YOUTH EMPLOYMENT: AN OVERVIEW WITH IMPLICATIONS FOR VOCATIONAL EDUCATION

Youth Unemployment:
An Overview with Implications for Vocational Education

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Youth Unemployment:
An Overview With Implications for Vocational Education

Presented in this essay is a brief overview of research and writing on youth unemployment, with implications of these works for policy planning and analysis in vocational education. For the interested reader, other general reviews of youth joblessness in the United Stated were provided by Adams and Mangum (1978), Anderson (1977), Bowers (1979), Brimmer and Harper (1970), Chambers (1978), Davidson (1978, pp. 2-4), Dayton (1978), Ginzberg (1979, 1980), Griffin (1977), Huck (1979), Lekachman (1975), London (1979), McGraw (1979), Meany (1975), the National Council for the Social Studies Task Force on Work and Unemployment (n.d.g), National Public Radio (1976), North (1978), Sartin (1977), Staples (1975), Stevenson (1978), Stokes (1979), Swanson (1978), and Tussing (1975). Garraty (1978) chronicled the social history of the use of unemployment concepts and information in economic thought and public policy throughout history.

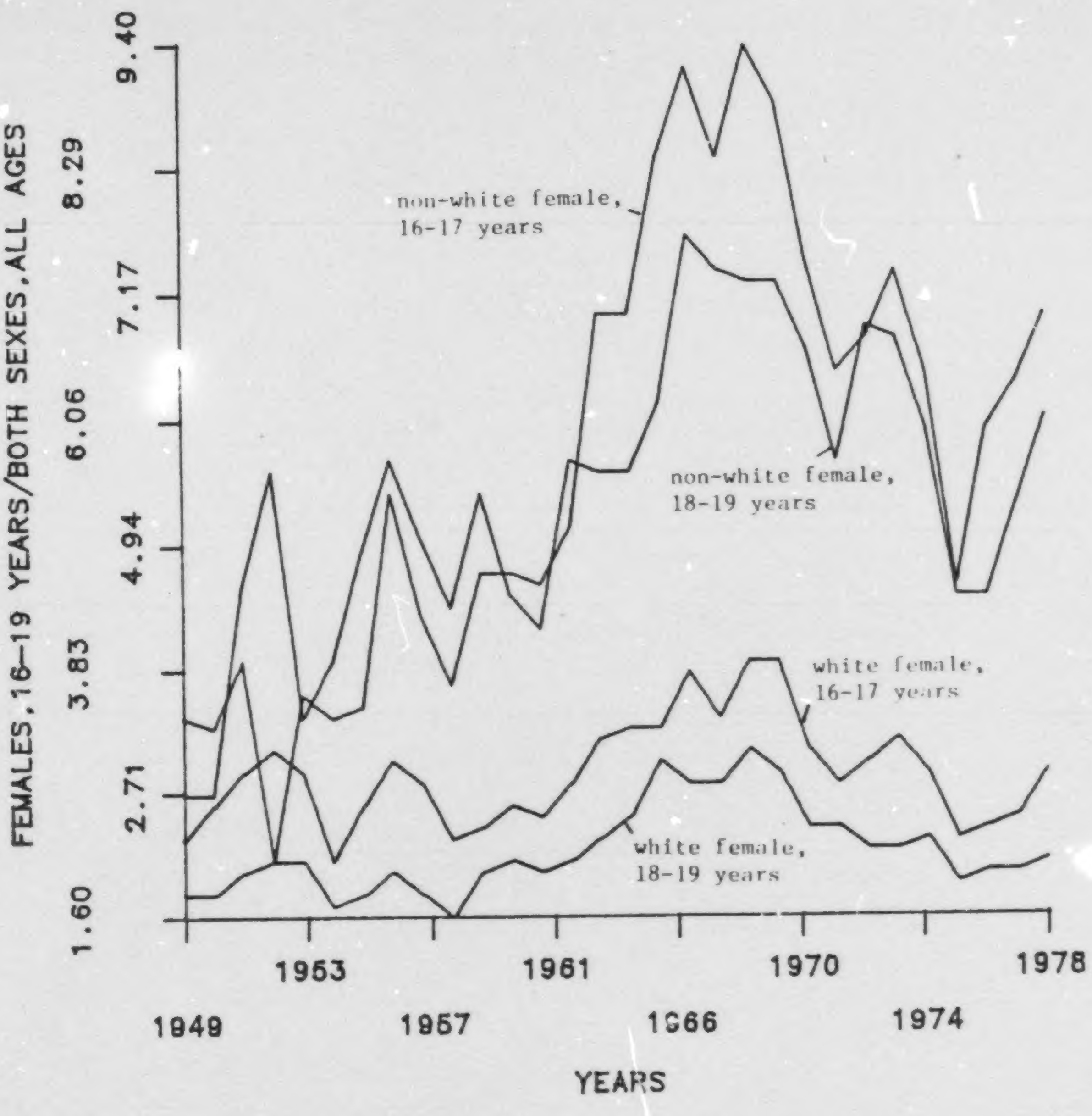
Scope

Although an increase in the general unemployment rate is likely to affect all demographic groups, the latest recession may worsen the already dismal unemployment picture for youth. In December 1979 ("Current Labor Statistics," 1980, Table 2, p. 76), the overall unemployment rate was 5.9 percent, with 4.2 percent and 5.7 percent for men and women, respectively, 20 years of age and older. However, 16 percent of youth, 16 through 19 years old, were unemployed, with 13.9 percent unemployment rate for whites in this age group. Remarkably, 34.3 percent of non-white youth were unemployed. These unemployment patterns are evident throughout 1979 and recent years (Leon & Rones, 1980).

Over the past 30 years, youth unemployment has been from about 1.5 to over 9 times the total unemployment rate (see Figures 1 and 2), depending on whether detailed age, gender, race, or geography is considered. Non-whites of both sexes have faired poorly compared to whites, with increases in the non-white to total unemployment ratio beginning in 1966.

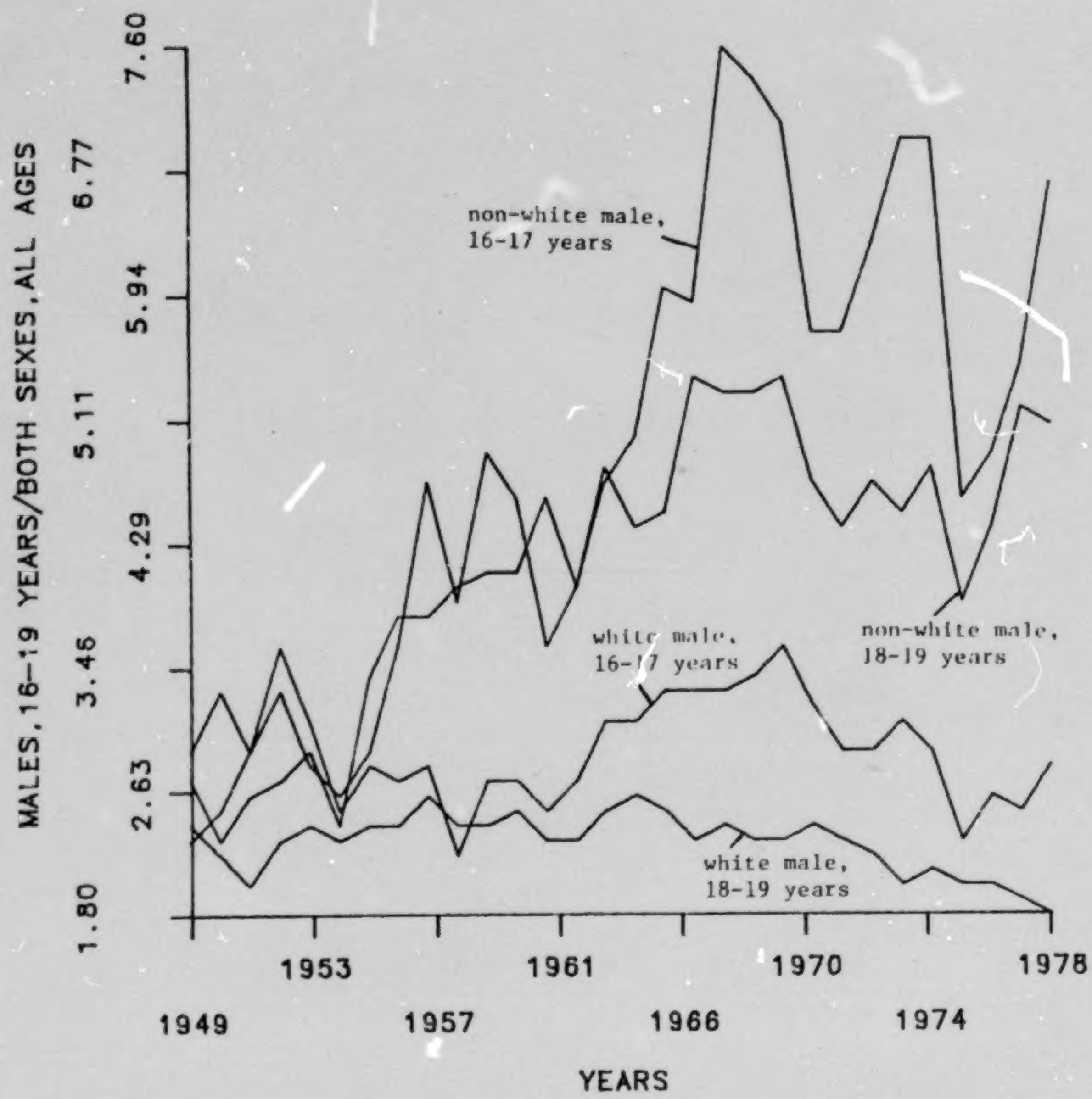
Westcott (1976) and Browne (1978) presented cross-sectional evidence indicating that regional and rural/urban differences exist in unemployment rates and that youth unemployment by race, gender, and age tends to follow these geographic trends, although at higher than average rates in each region or place of residence.

FIGURE 1. RATIO OF FEMALE YOUTH TO TOTAL UNEMPLOYMENT RATES BY AGE AND RACE: ANNUAL AVERAGES, 1949–1978



SOURCE: UNITED STATES DEPARTMENT OF LABOR, 1979, TABLES A–20 AND A–21

FIGURE 2. RATIO OF MALE YOUTH TO TOTAL UNEMPLOYMENT RATES BY AGE AND RACE: ANNUAL AVERAGES, 1949–1978



SOURCE: UNITED STATES DEPARTMENT OF LABOR, 1979, TABLES A–20 AND A–21

School enrollment status is related to youth unemployment rates. In October 1978, 89 percent of the 16-17 year olds were enrolled in school; 45 percent of the 18-19 year olds were enrolled (computed from data presented by Young, 1979, Table A). Labor force participation and unemployment in October, 1978, also related to school enrollment and age:

	Enrolled	Not Enrolled
Labor Force Participation Rate		
16-17 year olds	45.0	65.1
18-19 year olds	47.0	81.1
Unemployment Rate		
16-17 year olds	16.3	28.3
18-19 year olds	13.3	13.5

During this same reference period, Young (1979, p. 36) determined that 23 percent of the white youths not enrolled in school left before completing high school. Dropouts accounted for 36 percent of the black youths not enrolled and 54 percent of the out-of-school Hispanic youths. The unemployment rates for these dropout groups were more than double those of high school graduates and three times those of college graduates. Correlations of high school completion and unemployment experience in 1978 do not describe, by themselves, the worth of high school completion. For instance, would dropouts, had they completed high school, have had better employment prospects? Would these dropouts have remained deficient in skills that may be important in finding and keeping a job?

Was dropping out of school a rational economic decision necessary to buttress an already depressed family income? Young (1979, pp. 37-38) presented data to confirm the hypothesis that the percent of youth in school tended to increase with family income. Unemployment rates were highest among youths in families with less than $10,000 income per year. And, income distribution is correlated with race. In March 1974, the percent of unemployed youths in families with incomes below official poverty levels was three times as large for youths not enrolled in school compared to enrolled youth (Iden, 1976, p. 93, Table 10). Almost one-half of the unemployed non-white youths in this reference month were not enrolled in school and unemployed.

To be tallied as unemployed, a youth must not be working and must be searching actively for a job. Some analysts believe that youth labor market difficulties remain understated because youth unemployment figures do not include so-called "discouraged" youth workers: youths not working nor looking for work because they do not believe jobs are available for them for a variety of reasons. Figures usually are not reported by age, but about 740,000 discouraged workers were counted during December 1979 (Leon & Rones, 1980, Table 8 and p. 10).

In recent years, similar youth unemployment figures have been presented internationally. According to Melvyn (1977), the general unemployment level for the 24 member nations of the Organization for Economic Cooperation and Development was about 17 million, or 5.3 percent of the total labor force in December 1975. Seven million of the unemployed, or 41 percent, were under 25 years of age, even though people in this age range represented 22 percent of the labor force. Young workers accounted for 36 percent of the increase in unemployment in the member nations between 1973 and 1975. By 1976 over one-third of the unemployed in the European community was under 25. In Australia, 40 percent of the total registered unemployed was under 21 at the end of 1976. The world youth unemployment problem has been reviewed extensively (see also: Congress of the United States, 1976, pp. 48-50; Mangussen, 1977; Mushkin & Jung, 1978; OECD, 1977, 1978; Reubens, 1978; Scully, 1978; and Wirtz, 1978).

Causes and Consequences

The National Child Labor Committee (1976) maintained that youth joblessness is primary among many indicators (others being: high suicide, juvenile crime, and runaway rates) of society's failure to prepare youth for adulthood. President Carter (1980) has described youth joblessness as a threat to our nation's internal security. Yet, the causes and effects of, as well as solutions for, youth joblessness are debated intensely. For instance, the post-war baby boom (Adams & Mangum, 1978, p. 19; Moore, 1977), minimum wage legislation (Regan, 1977), changes in the nature of the youth labor market (Freeman, 1972), job search problems experienced by youth (Flanagan, 1978), decline of serious attachment among youth to the labor market (Folk, 1968), suburbanization of jobs (Kain, 1968; Harrison, 1974), lack of appropriate skills (Moynihan, 1968), and increases in female labor force participation (Gramlich, 1976) are among the factors proposed to account for youth joblessness.

Friedman (1975) and others in the popular press ("Behind the Unemployment

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Figures," 1977; Buckley, 1977; "Whither the Unemployment Rate," 1977, "Wrong Number," 1977; "Young People Without Jobs," 1977) have asserted that youth joblessness has minor effects because the majority of jobless youth are simply between jobs, are provided for generously by transfer payments of some sort, and are in families with one or more other earners. During the first quarter of 1976, 6.9 million of the unemployed were family members, and almost 68 percent of these unemployed people had at least one other relative who was employed (Hayge, 1976).

On the other hand, Schlozman and Verba (1978) maintained that--even though youth unemployment typically is of short duration, often voluntary, protected by unemployment insurance, and concentrates on other than primary wage earners in a household--unemployment extracts current psychological and future economic costs. Becker and Hills (1979) suggested from a review of available literature that:

> both the duration of the unemployment experience and the stability of employment during the teenage years are important. Human capital theory, dull labor market theory, and the job competition model all point to the long-run consequences of any inability to take advantage of on-the-job training opportunities. Diminished training levels, in turn, would contribute to lower future earnings both through lower wages and fewer weeks worked. The latter would be an expected consequence of the tendency for turnover costs to decline with skill level. (p. 69)

Derber (1978) also has documented that profound sense of alienating bitterness generated by youth joblessness.

Juvenile crime and youth unemployment are related (Becnel, 1978; testimony of Brenner, Glaser, and Nagel in Congress of the United States, 1978; Glaser & Rice, 1959; Mangum & Seninger, 1978; Phillips, Votey & Maxwell, 1972; Singell, 1967; Sullivan, 1973), although whether crime or unemployment are cause or effect, or are simultaneously determined, is unknown. Turner (1977) observed a relationship between mental illness and unemployment in a community study. And, Voydanoff (1977) linked youth unemployment with family turmoil.

Implications for Policy Analysis

As Killingsworth (1976) lamented, almost any recent plan for reducing unemployment seems to have been checkmated by inflation. However, a number of solutions have been advanced to reduce youth unemployment and to negate its effects. The solutions often follow the assumptions held by those proposing them about the structure and operation of the economy. For example, many of those proposing solutions believe that youth unemployment can be controlled through manipulation of fiscal and monetary variables; others prefer providing training or other means--among others, involvement by unions (Rainwater, 1977) and national youth service (Eberly, 1977; Price, Zelinsky & Johnson, 1976)--to improve the match between the skills of workers and skills currently in demand (compare classic opposing statements by the President's Council of Economic Advisors, 1965, and Killingsworth, 1965). For the training aspect of this latter solution, a wide array of programs, including vocational education, are authorized through federal legislation.

Is more vocational education the answer to youth unemployment problems? Not necessarily.

According to Evans (1971), "vocational education is that part of education which makes an individual more employable in one group of occupations than in another" (p. 1). Is the reduction of youth joblessness a goal for vocational education that can be derived from Evans' definition? The key is the term, "employable."

I have made the point elsewhere (Passmore, 1976, 1977, 1978, as well as Passmore & Hruska, 1974, 1975, 1980) in more detail that education for work, as a lagging enterprise in the sense that it reacts to economic directions, cannot be expected to be responsible for producing labor market outcomes for society and individuals because these outcomes are, for the most part, determined by decisions that are made outside its boundaries. In other words, merely because the elevated youth joblessness figures have persisted as described in this essay does not mean that the proper policy response is more vocational education. Such a response assumes that the cause of youth employment is a mismatch between the skills of youth and skills needed for employability in the economy.

Only indirectly through improving the employability skills of youth can vocational education contribute to, say, a reduction in youth joblessness or an improvement in the lifetime earnings profile of a particular target group. Conditions necessary for vocational education to produce this indirect effect are that: (a) enough jobs exist for those who become employable; (b) vocational education received is, in the worst case, not an impediment to seeking and keeping work (Evans' definition describes optimal vocational education); and (c) those receiving vocational education do not find non-market activity or residence in low demand areas more attractive than the work options available after vocational education is received.

Hardly a year goes by when there are not several major review articles outlining information about the youth unemployment problem similar to that provided in this essay. Whether through lack of will, lack of clear understanding of the problem, or the practical inconsequence of the problem's effects, youth unemployment, particularly among non-whites and school dropouts, has persisted for many years in the troughs as well as on the peaks of economic activity. If vocational education sees the reduction of youth joblessness as a goal, then:

1. Evidence on the causes of youth joblessness needs to be evaluated to determine whether anything could be done about it. If lack of skills is not the major cause, or if these skill deficits are overwelmed by the effects of legislation or social factors, then perhaps vocational education cannot contribute to any significant way to the reduction of youth unemployment.

2. Evidence on the consequences of youth unemployment needs to be evaluated to determine whether vocational education should attempt to do anything about the youth unemployment problem--even if it could. Is youth unemployment merely part of the rites of passage for entry into adult life in modern society? Or, is the subsequent welfare of youths with more and longer spells of joblessness likely to be depressed? At the root, what are the expected costs of not treating youth unemployment?

Summary

Provided in this essay was a brief overview of the literature and research describing the scope, causes, and consequences of youth unemployment in the United States. Youth unemployment over the past 30 years has been between 1.5 and 9 times as large as the general unemployment rate. Non-white youths have had especially high unemployment rates over this period. Unfortunately, information on the causes and consequences of youth unemployment is not uniform in its conclusions. Major policy questions for vocational education are: (a) whether reduction of youth unemployment is, indeed, a goal for vocational education; (b) whether vocational education actually could do anything about the youth unemployment problem; and (c) whether the long-term consequences of youth unemployment are such that vocational education should attempt to directly reduce youth unemployment--provided that it could.

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Section B

EFFECTIVE PROGRAMMING FOR YOUTH: THE EDUCATION/WORK CONNECTION

METHODOLOGY

Because of a growing concern for youth employability in both Wisconsin and the nation, the Wisconsin Board of Vocational, Technical and Adult Education funded the Wisconsin Vocational Studies Center (University of Wisconsin--Madison) to study "Youth Employment: The Education/Work Connection."

The major thrust of this project was to identify existing programs and activities throughout the United States which address the education/work connection and are designed to improve youth employability. These include programs from state and local secondary and post-secondary institutions, employers, and community based organizations. The information and data compiled during this study establish an informational base for the eventual development, replication, and implementation of programs and activities to improve youth employability.

The project activities centered on contacting educators and service providers to identify programs and activities they felt were effective in helping youth move from education to work. Initially letters explaining the project were sent to State Vocational Research Coordinating Unit Directors, State Vocational CETA Supervisors, and CETA Prime Sponsors throughout the United States. These individuals were asked to help identify activities, strategies, and/or programs they felt were effective in their state in preparing in-school and/or out-of-school youth to make the transition from education to successful employment.

Following this initial contact by mail, the RCU Directors and CETA Supervisors were interviewed by telephone to obtain names of contact persons responsible for effective activities in their state. CETA Prime Sponsors were surveyed by mailed as time did not allow telephone contacts due to the large number of individuals. Following identification of programs, a brief project report form along with a letter describing the project were sent to the contact person for each program.

Program staff/contact persons were asked to describe their program/activity (including goals, activities, curriculum, instructional strategies, learning environment, and staffing) and to report evaluation criteria or indicators of program success (including how the program/activity is evaluated, why they feel it is successful, and how they determine success). Respondents were also asked to indicate key words ("descriptors") describing program activities.

Contact persons were extremely cooperative in responding promptly. The information they provided is presented in this publication in the form of program abstracts. In some cases a program/activity description was not completed on the project report form but rather materials describing that particular program/activity were sent. In those situations, WVSC project staff described the effort on the basis of the materials received. These program abstracts edited by WVSC staff are marked with an asterisk (*). It is noted that, unfortunately, a few forms were received too late to be included in the publication.

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PROGRAM/ACTIVITY REPORT FORMS

ALABAMA

TITLE OF PROGRAM/ACTIVITY Tutorial Learning Center

OPERATING AGENCY/INSTITUTION Tuscaloosa City Board of Education

1100-21st Street East Tuscaloosa, AL 35404

CONTACT PERSON Dr. John Ballentine Tel. No. (205)759-5705

TARGET POPULATION

Number served: 30 Period of time: 9 months - September through May

Appropriate descriptors of the program/activity

- ___ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- ___ career exploration/awareness
- ___ career counseling
- ___ employability skills
- x work experience
- ___ community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- x interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

The student participants in this program receive academics, remedial and tutorial, through the expertise of qualified state certified teachers. The courses are individualized for maximum success. The students also receive classroom training and viable work experience which will better enable them to get unsubsidized employment upon completion of school. They also receive counseling services from one of the EC teachers which will help them to survive in the school and the home environment that is lacking in all areas of survival for our broad community.

The class is conducted in a large room which has been compartmentalized to accommodate all the training modules. This room is located at one of the local Jr. high schools, therefore, the students don't feel like out casts.

EVALUATION/INDICATORS OF SUCCESS

1) Advancement in academic functional level.
2) Retention in secondary schools until graduation or GED.
3) Senior level students advancement into post-secondary education or employment.

ALASKA

TITLE OF PROGRAM/ACTIVITY Youth Employment Service (Y.E.S./C.E.T.A. Program)

OPERATING AGENCY/INSTITUTION Alaska Department of Education
Pouch F - State Office Building Juneau, AK 99811

CONTACT PERSON Gary R. Fuller Tel. No. (907)465-4685

TARGET POPULATION

Ages 14-25

Number served: 7,000 Period of time: FY 80

Appropriate descriptors of the program/activity

x recruitment
___ basic academic skills
___ job skills training
___ interpersonal and/or life skills
___ self concept development
x work attitudes/habits
___ motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

In an effort to provide a humanistic and effective approach to youth employment, the stated objectives of Y.E.S. are:

1) To coordinate all efforts for youth employment in each selected community.
2) To work closely with the Employment Centers in each selected community in combining all job listings for which youth would qualify.
3) To provide one central location in each community where young people who so desire may register for and obtain information about available jobs and training opportunities.
4) To provide an application-referral-placement center which is readily accessible to youth and clearly identifiable to the public.
5) To interview and screen youth, then match them with jobs or training opportunities in the quickest most efficient manner possible.
6) To work for the creation and availability of jobs for youth, particularly during the summer months, and to publicize Y.E.S. to employers and the community.
7) To provide job counseling for youth, insofar as possible.
8) To work closely with the schools in each locale in helping students become job-ready.
9) To work closely with other community-based youth-oriented agencies and programs in an effort to cooperatively serve all the needs of youth.
10) To assist young people in securing needed supplemental services, without which they would not be able to enter or continue in a training program or job.

EVALUATION/INDICATORS OF SUCCESS

Placements

TITLE OF PROGRAM/ACTIVITY Amphitheater Evening High School
OPERATING AGENCY/INSTITUTION Amphitheater Public Schools
125 E. Prince Road Tuscon, AZ 85705
CONTACT PERSON Dr. William F. Hendrix Tel. No. (602)887-5500
Ext. 68

TARGET POPULATION

Age 14 - 57+, high school dropouts, problem learners

Number served: 240 Period of time; 12 months

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

This project focuses on people from Pima County who have dropped out of the formal educational setting. These students are individuals with varying age and grade levels, who all interrupted their studies and now wish to complete their high school educations.

Coping with this diversity of needs necessitates the development of a flexible, student-centered system with much of the responsibility for learning resting with the student. Assignments will be individualized and developed with each student according to his interests and needs within the framework of Amphitheater High School requirements. There is a small pupil-teacher ratio to allow for one to one instruction when needed.

The program will consist of an academic year running five evenings per week during each of the academic quarters of operation. Classes will be held in Amphitheater District facilities. Our aim is to assist the student to earn a high school diploma, receive vocational and employment level skills, and remedial reading and remedial math instruction. All teachers are certified and three teachers and a counselor are vocationally certified. Intensive teaching on a one to one tutorial basis, continuous vocational counseling and career life planning will assist the student's growth toward a positive self-concept.

EVALUATION/INDICATORS OF SUCCESS:

Indicators of success will be evidenced in June 1981 by: transcript records; reading materials and tests given; pre-post attitude inventory; student records; class records and reports.

ARIZONA

TITLE OF PROGRAM/ACTIVITY Community Immersion Vocational Project for Potential Dropouts

OPERATING AGENCY/INSTITUTION Amphitheater Public Schools (Canyon del Oro High School)
125 E. Prince Road Tuscon, AZ 85705

CONTACT PERSON Dr. William F. Hendrix Tel. No. (602) 887-5500
Ext. 68

TARGET POPULATION

Age 14-21, high school dropouts, disadvantaged, problems with and in school

Number served: 120 Period of time: 10 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION *

This is a nonspecific vocational community-as-the-classroom project. Our goal is to promote the emerging vocational realities of the adult world among an identified group of potential dropouts by removing them from the traditional curriculum of the high school and giving them maximum exposure to the vocational demands of their community. Their curriculum will be redesigned on an individual basis so that each student will have an opportunity to satisfy the high school requirements by becoming involved in selected community experiences. By working daily with certified staff, students will earn credits in Government, History, English, Math, Science, and electives through individual or small group projects organized in the community.

Linkages have been established between many of the youth service agencies and those students in the alternative school. The following agencies provide services to some of the students: Pima County Developmental Career Guidance Project, Arizona State Employment Office, Manpower Programs, CETA, the trade unions and private industry councils.

Some of our teachers or workers in the program have come from CETA and an effort is made to keep the lines of communication open between the community service agencies and the alternative school.

EVALUATION/INDICATORS OF SUCCESS

Indicators of success will be evidenced between Oct. 1, 1980 and May 30, 1981 by: project records and reports on file in district office and project office; project work and the construction records; enrollment and training records; vocational training records; attitudes and value scales and skill inventories; I.E.P. records and student transcripts; counseling records and student reports in subject assessment form.

ARIZONA

TITLE OF PROGRAM/ACTIVITY Industrial Arts Monitors for Mainstreaming (I.A.M.M.)

OPERATING AGENCY/INSTITUTION Amphitheater Public Schools
125 E. Prince Road Tuscon, AZ 85705

CONTACT PERSON Dr. William F. Hendrix Tel. No. (602)887-5500
Ext. 68

TARGET POPULATION

Age 14-21, handicapped students

Number served: 60 Period of time: 10 months

Appropriate descriptors of the program/activity

	recruitment
	basic academic skills
x	job skills training
x	interpersonal and/or life skills
x	self concept development
x	work attitudes/habits
x	motivation
x	parent involvement
x	career exploration/awareness
x	career counseling
x	employability skills
x	work experience
x	community service/learning experience
x	placement
x	job development
x	staff upgrading
x	interagency coordination
	support services
	other

PROGRAM/ACTIVITY DESCRIPTION *

The program is designed to assist high priority handicapped students to meet their recognized need to participate in regular vocational education classes. The project will provide direct mainstreaming instructional assistance to handicapped adolescents and their respective industrial arts teachers through the provision of five Industrial Arts Mainstreaming Monitors (MM'S). Special education students will be placed in industrial arts classes based upon their interests, evaluations, multidisciplinary conference, and IEP meeting results. The five MM'S will be employed half-time to serve during peak instructional periods at the two Amphitheater high schools and at Rillito Center special school for the severely handicapped.

The role of the four high school MM'S is divided into three major program components. These components are 1) direct pupil instruction, 2) skill development monitoring, and 3) industrial arts--special education liaison.

To initiate the operation of the four high school MM'S prior to the opening of school, the MM'S will be provided with an introductory inservice workshop on their duties and responsibilities. LEA special education and industrial arts staffs will be apprised of the role and expectations regarding MM'S and will be involved in planning the inservice workshop and subsequent development of MM'S.

The MM placed at Rillito Center, the district's school for severely handicapped, will assist the teachers of the trainable mentally handicapped in teaching prevocational and vocational skills to these students.

EVALUATION/INDICATORS OF SUCCESS

To insure the effectiveness of Project IAMM supportive services and to provide for possible program changes where necessary, formative evaluations will be conducted quarterly by industrial arts and special education department chairpersons.

The Vocational Education Special Needs Advisory Committee, Vocational Education Advisory Committee, and the Department of Special Education Administration, will conduct a summative evaluation of the project to determine services for the 60 identified handicapped students. Summative evaluations will include, but not be limited to; review of student course schedules and grades to document successful involvement in industrial arts and vocational education, LEA staff evaluations of Project IAMM services, internal evaluation by Project IAMM staff, and SEA monitoring results.

ARIZONA

TITLE OF PROGRAM/ACTIVITY Phoenix Fire Department Cadet Program

OPERATING AGENCY/INSTITUTION Phoenix Fire Department
620 West Washington Street Phoenix, AZ 85003

CONTACT PERSON Division Chief, Dean Treadway Tel. No. (602) 262-6297

TARGET POPULATION

We interview as many as 120 youngsters (depending upon how many have applied) three times a year and accept 25-30 for the program.

Number served: 80 Period of time: 3 months to.....(we have some members with excess of 3 years in program.

Appropriate descriptors of the program/activity

- x recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- ___ placement
- ___ job development
- x staff upgrading
- ___ interagency coordination
- x support services Special Projects
- ___ other

PROGRAM/ACTIVITY DESCRIPTION *

To provide the fire department with a cadre' of free trainee level employees, while at the same time developing high school seniors with an expressed Fire Service interest for employment, by exposing them to various work requirements for firefighters.

EVALUATION/INDICATORS OF SUCCESS

We have placed 17 members of the Fire Department and in excess of 40% of the current active members are minorities, making this program an excellent Affirmative Action vehicle.

TITLE OF PROGRAM/ACTIVITY Phoenix Vocational-Academic Center

OPERATING AGENCY/INSTITUTION Phoenix Union High School District
2526 W. Osborn Road Phoenix, AZ 85017

CONTACT PERSON George Dunn Tel. No. (602)257-3023
Kathryn Back (602)257-3744

TARGET POPULATION

Both college bound and non-college bound

Number served: 90 Period of time: since August, 1980 (target 2,000 by 8/84)

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- ____ career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

The Phoenix Vocational-Academic Center is a 4-year comprehensive high school that opened in the Fall of 1980. Its competency-based individualized instruction program offers students training in vocational areas as well as academic areas. Students will graduate with a regular high school diploma and a certificate of competency in the chosen vocational area(s). The goal is to prepare both college-bound and non-college-bound students for the world of work. The competency-based approach will not only insure learner success, but guarantee competency at a predetermined level compatible with the expectations of local businesses and industries. The CBE approach also contributes to motivation and the development of a citizen who has good work habits, can make decisions, and is responsible for his/her actions. This is a full-time 4-year program. The levels include Exploratory (freshman), Preparatory (sophomore), and Skill (junior and senior).

EVALUATION/INDICATORS OF SUCCESS

The full extent of the success of the program will not be known until 1984 when we begin to place graduates. The Learning Activity Packets used to deliver instruction are evaluated periodically to insure readability and content and that test items (performance & written) are valid.

ARIZONA

TITLE OF PROGRAM/ACTIVITY Pima Community College/Tuscon Skill Center

OPERATING AGENCY/INSTITUTION 1859 W. Grant Road Tuscon, AZ 85705

CONTACT PERSON Ms. Jane Bustamante, Educ. Coordinator Tel. No. (602)623-8456

TARGET POPLATION

Disadvantaged; youth (17 and up)

Number served: 1800 Period of time: year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services

x other

PROGRAM/ACTIVITY DESCRIPTION *

The Tuscon Skill Center is a nonprofit adult vocational training program. Each of the vocational clusters is designed to give students practical, occupational training with employment as the goal of this training. Training is offered on the basis of community job demands. The programs are open entry/open exit and the curriculum is competency based. Presently the training offered is in the areas of Automotive, Auto Body and Repair, Basic Financial Skills, Business and Office, Building Maintenance, Electrician Helper, Electromechanical Assembly, Food Service and Health Occupations.

Prior to entering training most of the students are evaluated in the Vocational Evaluation Unit to assess their abilities, vocational interests and goals. On the basis of this evaluation, students are recommended for a vocational area. Also as a result of this assessment, students may be referred for basic education, remediation or GED preparation in the Learning Center. Support services in the form of counseling, consumer education, referral information is also provided. Students also receive employability skills training while in training.

Upon completion of training students are prepared for entry level positions and employment is the goal of all the training clusters. Referral agencies provide job development and job placement services.

TITLE OF PROGRAM/ACTIVITY S.A.V.E. (Seeking Alternative Vocational Education)

OPERATING AGENCY/INSTITUTION Mohave County Career Education
515 West Beale Kingman, AZ 86401

CONTACT PERSON David Wasson, Project Director Tel. No. (602)753-6945

TARGET POPULATION

Young people who may or who already have dropped out of the regular school system prior to graduation.

Number served: 394 Period of time: 1979-1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services Child Care
___ other

PROGRAM/ACTIVITY DESCRIPTION *

The Seeking Alternative Vocational Education Program (SAVE) is designed to provide a thorough vocational, educational, training, and support program for young people who may or who already have dropped out of the regular school system prior to graduation. One of the major goals of the SAVE Program will be to increase the chance for success of potential dropouts by keeping them in school by vocational education programming. For dropouts, the goal will be to enhance their chances of successful employment by training and/or job placement.

Three professional educators will provide direct service to participants. Self-awareness activities, using vocational and educational assessments, will be an important ingredient in the program. Approximately 15 short training workshops will be conducted to provide dropouts with job survival skills. A variety of other activities, all designed to make the young people more employable, will be conducted. The prime feature will be one-to-one informal counseling/guidance sessions between the SAVE Coordinator and the young person.

SAVE project operates in three locations: Bullhead, Kingman and Lake Havasu.

EVALUATION/INDICATORS OF SUCCESS:

Follow-up questionnaire

ARIZONA

TITLE OF PROGRAM/ACTIVITY Special Training Resources for Integrating Vocational Education (S.T.R.I.V.E)

OPERATING AGENCY/INSTITUTION Amphitheater Public Schools

125 E. Prince Road Tuscon, AZ 85705

CONTACT PERSON Dr. William F. Hendrix Tel. No. (602)887-5500

Ext. 68

TARGET POPULATION

Ages 15-21, special needs students - handicapped

Number served: 60 Period of time: 10 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The work experience component of Project STRIVE will be designed to meet the identified needs of each referred student. The Vocational Education - Special Needs Coordinator will play a crucial role in assisting the Work Experience Coordinator in the development of a work experience plan most beneficial to the student. Approximate work experience will be determined by each student's interests, abilities, social behavior, academic profile, vocational training, vocational evaluation and teacher recommendations.

Work experience, as defined here in Project STRIVE, is not to be thought of in the narrow sense of work adjustment, on-the-job-tryout, or final job placement. But rather, work experience, as addressed here, should be understood in the broader sense to include all of these phases. The individual student's needs will determine how his/her work experience will be designed. The more severely handicapped student may need a very sheltered and carefully supervised work experience station so he or she can have a supportive environment to learn appropriate work behavior. On the other hand, a student who is assessed as being work ready and who has developed substantial vocational skills may benefit more by a job tryout in the community job market.

EVALUATION/INDICATORS OF SUCCESS:

To insure the effectiveness of Project STRIVE and provide for compensatory programmatic adjustments where necessary, formative evaluations will be conducted quarterly. The existing Vocational Education Special Needs Advisory Committee will be responsible for quarterly reviews which will be based upon information provided by Project STRIVE staff and committee member's first-hand involvement and experience with the project. Also, administrators of Amphitheater School District Department of Special Education will conduct quarterly evaluative reviews of project progress. In addition to the quarterly evaluative reviews, Project STRIVE staff will conduct a biannual review of project progress with the Amphitheater School District Vocational Education Advisory Committee and utilize the recommendations of this group to alter existing programs or plan future programs and services.

TITLE OF PROGRAM/ACTIVITY Employability Training

OPERATING AGENCY/INSTITUTION Montícello Occupational Education Center
741 Scogin Drive Monticello, AR 71655

CONTACT PERSON Robert Maxwell Tel. No. (501)367-6804

TARGET POPULATION

Secondary high school students 15 to 18 years of age. Minority group is 32%.

Number served: 200 Period of time: an average of 20 hours per student

Appropriate descriptors of the program/activity

☒ recruitment
☒ basic academic skills
☒ job skills training
☒ interpersonal and/or life skills
☒ self concept development
☒ work attitudes/habits
☒ motivation
☐ parent involvement
☒ career exploration/awareness
☒ career counseling
☒ employability skills
☐ work experience
☒ community service/learning experience
☒ placement
☐ job development
☐ staff upgrading
☒ interagency coordination
☐ support services
☐ other

PROGRAM/ACTIVITY DESCRIPTION *

The Employability Training Program encompasses a multitude of activities but basically it strives to:

- improve self worth
- motivate
- help develop a positive work attitude
- find out where the student is and help establish realistic, obtainable goals. When goals are established, if the student is found lacking in basic academic skill, the Employability Instructor can work with the student/students in small groups or one-to-one to eliminate these deficiencies.

Programs used in obtaining these goals are:

Singer Career Awareness Laboratory...is an innovative approach to career exploration and career decision making. It meets the requirements of comprehensiveness participant involvement, peer interaction, and deliberate connection between self and work and between education and jobs. CAL is divided into four arenas, each of which is composed of several activities. The arenas which deal with groups of factors that influence career choice, are (1) the Arena of Emotions, (2) the Arena of Abilities, (3) the Arena of Critical Connections, and (4) the Fourth Arena: The Decision.

Employability Training Course...the course outline for employability training will cover the following areas:

Why work
Self Evaluation
How to Locate a Job
How to Apply for a Job
The Interview
Now That You Got the Job

EVALUATION/INDICATORS OF SUCCESS

The success of this program can be measured by the continuous funding from state and federal funds and positive feedback from industrial leaders located in this area.

ARKANSAS

TITLE OF PROGRAM/ACTIVITY Phase 36

OPERATING AGENCY/INSTITUTION Arkansas Department of Ed, Vocational Education Division
Education Building West Little Rock, AR 72201

CONTACT PERSON James Dasher, Supervisor, Exemplary Prog. Tel. No. (501)371-1760

TARGET POPULATION

High School drop-outs. Ages 16-21

Number served: 487 Period of time: October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
___ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
___ placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Goals: Help high school dropouts get the high school equivalency and help them to become employable by employability skills training; interpersonal and life skills; vocational counseling and work experience. The program is open-ended.

EVALUATION/INDICATORS OF SUCCESS

Evaluation is measured by the number of positive completions. The program is successful because of the changes in attitude and the completion of the high school equivalency.

TITLE OF PROGRAM/ACTIVITY School Community Coordinator

OPERATING AGENCY/INSTITUTION Monticello Area High School
Monticello AR 71655

CONTACT PERSON Harry Crossett Tel. No. (501)367-6804

TARGET POPULATION

15-21, economically disadvantaged, vocational education

Number served: 170-185 Period of time: Annually (school year)
(35-45) direct placement

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The primary function of the School-Community Coordinator at the Monticello Occupational Education Center is to prepare students for the transition from vocational education skill training to the direct use of these skills in successful employment. This transition is aided by the use of various methods. One of the most effective methods is the direct employer contacts made by the school-community coordinator. The SCC sets up visits or interviews for the students after an employer's needs have been determined. In addition to direct job referrals, the students receive mini course instruction on the skills necessary for them to conduct their own job search. Job search techniques, interview skills, resume writing, and employee courtesies are some of the abilities developed by the SCC. The Singer Career Awareness Laboratory is used to supplement other resources in teaching these career values and skills.

The SCC also serves as a resource person for career information. Information is given to the students to help them better determine the careers available as well as the alternative routes available to fulfill a specific career objective. Successful career people are used as resources for students interested in a particular career area. The SCC establishes these resource people and works with the students to conduct the shadowing opportunity or work experience. This experience gives the students a much greater insight into the realities of their chosen career. This emphasis, in all career instruction, is on the decision making processes necessary to make a wise choice in choosing a career. The students are given vocational information to determine if the chosen career meets the established criteria.

ARKANSAS

TITLE OF PROGRAM/ACTIVITY School/Community Coordinators

OPERATING AGENCY/INSTITUTION Arkansas Department of Ed, Vocational Education Division
Education Building West Little Rock, AR 72201

CONTACT PERSON James Dasher, Supervisor, Exemplary Prog. Tel. No. (501)371-1760

TARGET POPULATION

High School vocational students

Number served: 1,873 Period of time: October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☐ basic academic skills
- ☒ job skills training
- ☐ interpersonal and/or life skills
- ☐ self concept development
- ☒ work attitudes/habits
- ☐ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☒ employability skills
- ☒ work experience
- ☐ community service/learning experience
- ☒ placement
- ☒ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

A cooperative effort between education and employers. The coordinator does job development and placement with high school vocational students. On the job supervision and counseling is handled jointly by the employer and coordinator. The goal of this program is successful transition from school to work for those going from school into work.

EVALUATION/INDICATORS OF SUCCESS

Number of successful employees enrolled in the program plus the degree of cooperation from the work community.

ARKANSAS

TITLE OF PROGRAM/ACTIVITY Secondary (High School) Employability Skills

OPERATING AGENCY/INSTITUTION Arkansas Department of Ed, Vocational Education Division
Education Building West Little Rock, AR 72201

CONTACT PERSON James Dasher, Supervisor, Exemplary Prog. Tel. No. (501)371-1760

TARGET POPULATION

High School youth enrolled in vocational courses

Number served: 3,600 Period of time: October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
_x_ interpersonal and/or life skills
_x_ self concept development
_x_ work attitudes/habits
_x_ motivation
____ parent involvement
_x_ career exploration/awareness
_x_ career counseling
_x_ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Instructors are located in high schools and work with students enrolled in vocational classes. The goal is to help youth become aware of the world of work and the relationship between school and work.

EVALUATION/INDICATORS OF SUCCESS

Follow-up on placement and success on the job for those youths who work as well as the normal classroom measurements of success.

ARKANSAS

TITLE OF PROGRAM/ACTIVITY Summer Youth Program/YETP

OPERATING AGENCY/INSTITUTION Arkansas Department of Ed, Vocational Education Division
Education Building West Little Rock, AR 72201

CONTACT PERSON James Dasher, Supervisor, Exemplary Prog. Tel. No. (501) 371-1760

TARGET POPULATION

In-School youth - CETA eligible. Ages 14-21

Number served: 5000 Period of time: June 1, 1979 - August 30, 1979

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- ____ self concept development
- x work attitudes/habits
- ____ motivation
- ____ parent involvement
- x career exploration/awareness
- ____ career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

We provide the classroom training portion of the summer youth program for balance of State. This is instruction in employability skills, interpersonal skills, work attitudes and career information.

EVALUATION/INDICATORS OF SUCCESS

Evaluation is simply the number of youth reached with this information and their responses on an instrument.

TITLE OF PROGRAM/ACTIVITY Consolidated Youth Employment Program

OPERATING AGENCY/INSTITUTION South Bay Youth Service Center
3505 C West Artesia Blvd. Torrance, CA 90504

CONTACT PERSON Carol Cooley, Executive Director Tel. No. (213)538-4259

TARGET POPULATION

CETA-eligible youth (14-21) who have left school. Priority to offenders, handicapped, single parents, etc.

Number served: 64 Period of time: October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
x other -Small Cookie business, commercial remodeling to upgrade housing and teach skills, pre-employment course.

PROGRAM/ACTIVITY DESCRIPTION

Youth are assessed for competency in areas of education, skills, pre-employment, and work maturity. Individual program developed for attainment of high school diploma, work experiences, and vocational skills. Youth are paid $3.10 an hour for up to 40 hours per week. Youth get counseling from program staff and may see professional counselors at the Youth Center, as well. Periodic workshops deal with life skills. Twenty-four to thirty-five in program at one time, with plenty of staff available in small, family-like setting with high-support structure.

EVALUATION/INDICATORS OF SUCCESS

Success determined by completion of service agreements - a type of contract for individual strategies. Personal observation, transition to unsubsidized work and adult CETA programs of training are also indicators of success.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Consolidated Youth Employment Program

OPERATING AGENCY/INSTITUTION Torrance Unified School District
2336 Plaza del Amo Torrance, CA 90509

CONTACT PERSON Del Smith, Coordinator Tel. No. (213)533-4588

TARGET POPULATION

CETA eligible youth (14-21)

Number served: 240 **Period of time:** October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
x work experience
x community service/learning experience
____ placement
____ job development
____ staff upgrading
x interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Program provides after-school and summer work experience for CETA-eligible youth (14-21) who are still attending school. Summer remedial education and pre-employment classes are also available. Youth are primarily below 18, unable to find unsubsidized work. Youth will be assessed for competency in educational skills, vocational skills, work maturity, and pre-employment skills. When competency documentation is in place, we will be able to track progress before youth are ready for unsubsidized employment. More chances to explore careers are needed, and we are planning a vocational exploration (private sector) program component.

EVALUATION/INDICATORS OF SUCCESS

Improvement in work habits and skills is a key factor. Many youth are transitioned into unsubsidized employment (part-time) and go on to college.

51

TITLE OF PROGRAM/ACTIVITY Four-plus-Four

OPERATING AGENCY/INSTITUTION City of San Bernardino

646 Sierra Way San Bernardino, CA 92401

CONTACT PERSON Paul Rocha Tel. No. (714)888-7881

TARGET POPLATION

Four-plus-Four is open to CETA Title IID eligible clerical trainees who are not typing at or above 45 wpm. A large majority of persons served are under 24 years of age.

Number served: 25 Period of time: 4 months

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☒ basic academic skills
- ☐ job skills training
- ☐ interpersonal and/or life skills
- ☒ self concept development
- ☒ work attitudes/habits
- ☐ motivation
- ☐ parent involvement
- ☐ career exploration/awareness
- ☐ career counseling
- ☐ employability skills
- ☒ work experience
- ☐ community service/learning experience
- ☐ placement
- ☐ job development
- ☐ staff upgrading
- ☒ interagency coordination
- ☒ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

Four-plus-Four is a 6 month program and provides, for the most part, clerical work experience and training. The program structure combines four hours of actual work experience per day with four hours of related classroom training per day. This combination allows participants to practice and become proficient in clerical skills (such as typing speed) while receiving basic academic training that will enable them to pass clerical tests for future employment. Participants are trained to use all types of office equipment, including a word processor for the more advanced.

Instructional strategies include lectures, demonstrations, use of audio/visual aides. The staff consists of qualified/certified teachers and the ratio of teachers to students is a maximum of 1 to 25.

Training facilities include Skadron College, San Bernardino Valley College, and Operation Second Chance (a community based organization).

EVALUATION/INDICATORS OF SUCCESS

The City of San Bernardino conducted an on-site monitoring of staff and worksite. All participants attended a group evaluation session in addition to 1 on 1 program evaluations.

The success of Four-plus-Four is indicated by:

1. A very small drop-out percentage;
2. Skills testing; and
3. Most participants are now typing at or above 45 wpm and are at advanced training levels.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Goal Assistance Program - Title IV

OPERATING AGENCY/INSTITUTION Head Rest, Inc.
605 H Street Modesto, CA 95351

CONTACT PERSON Paul Spencer, Work Experience Tel. No. (209)526-1440

TARGET POPULATION

High School Drop-outs (16-21 years of age)

Number served: 364 Period of time: October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- x self concept development
- ____ work attitudes/habits
- x motivation
- ____ parent involvement
- ____ career exploration/awareness
- x career counseling
- ____ employability skills
- x work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

The Goal Assistance Program (GAP) is designed to serve out of school youth ages 16-21 who are eligible for services.

This work experience activity provides (1) employability enhancement, (2) increased self-awareness of strengths and weaknesses, (3) development of job skills, (4) awareness of behavior and attitudes which lead to sustained employment and (5) improvement of basic communication skills.

The average duration of work experience for GAP is 750 hrs. This length of time is necessary to allow participants sufficient work experience to develop skills and attitudes that will lead to enhanced employability in the non-subsidized labor market. The goal is to integrate attitudes and skills into the individual's process. Some participants will be provided maximum allowable time for work experience activities.

Additional services and training are provided via (1) work experience orientation modules and (2) private sector procurement modules. A financial agreement with a local adult school grants up to 40 hours of academic credit for the clients. Credit is based on 40 hours worked = 1 unit of academic credit. Job search is another part of GAP. Clients in this module who are deemed "job ready" (primarily over 18) will be involved with the private sector facilitators to obtain non-subsidized employment upon completion of the module. Those clients who are not able to obtain non-subsidized employment will be placed on work experience. The major occupation areas in which clients are employed are:

Library Aides
Teacher Aides
Medical Aides
Printer Aides
Counselor
Food Service
Auto Mechanics
Clerical Field
Janitorial Services
Construction Aides

EVALUATION/INDICATORS OF SUCCESS

Internal monitoring by agency. Monitoring by Prime Sponsor staff. Evaluation of planned vs. actual by planning Unit.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Home Pride & Beautification Project (Casa de la Raza)

OPERATING AGENCY/INSTITUTION 729 S. Washington Modesto, CA 95351

CONTACT PERSON Maria Teixeira Tel. No. (209)552-3361

TARGET POPULATION

16-19 years of age, mainly low-income, primarily hispanic youth

Number served: 43 Period of time: October 1, 1979 - September 30, 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
x work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

A conservation services project providing minor repairs and fix-up activities to homes of low income senior citizens throughout the Modesto area. Project included a community garden type activity providing low income aged citizens with fresh vegetables.

Primary goal of the program is to provide work experience opportunities to Hispanic youth. Program offers counseling guidance and "hands-on" work site. Supervisor of the participants.

EVALUATION/INDICATORS OF SUCCESS

Plan vs actual - participants and expenditures. Success is determined by the placement rate.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Housing Rehabilitation & Weatherization Title IV YCCIP

OPERATING AGENCY/INSTITUTION Self-Help Enterprises
1404 Paradise Road Modesto, CA 95354

CONTACT PERSON Greg Haar Tel. No. (209) 521-9024
Ron Rogers (209) 521-9024

TARGET POPULATION

Low income youth with emphasis on Hispanic, 16-21 years of age

Number served: 10 Period of time: June 1, 1980 - September 30, 1980

Appropriate descriptors of the program/activity

x recruitment
basic academic skills
x job skills training
interpersonal and/ or life skills
self concept development
x work attitudes/ habits
motivation
parent involvement
career exploration/ awareness
career counseling
employability skills
x work experience
community service/ learning experience
x placement
job development
staff upgrading
interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

Primary goal of this activity is to provide this segment with work experience in order to develop basic skills needed to obtain employment in the Construction Trades. As a result of participation the housing rehabilitation program, participants will attain entry level training in Construction skills.

While the agency does not have a job search or job development component, clients will be provided employment after completion of program. Agency is well established and has many contacts in the Construction industry and trainees will be notified when openings are available.

EVALUATION/INDICATORS OF SUCCESS

Plan vs actual - participants and expenditures. Success is determined by the placement rate.

TITLE OF PROGRAM/ACTIVITY In-School/Out-of-School Youth Employment Program

OPERATING AGENCY/INSTITUTION Modesto City Schools
426 Locust Street Modesto, CA 95351

CONTACT PERSON Mr. Norvin Spence, CETA Title 11B Tel. No. (209)523-1851 Ext. 281
(Work Experience, Vocational Exploration, On-the-Job Training)

TARGET POPULATION

In-School/Out-of-School youth, 16-21 years of age, unwed, pregnant minors, and handicapped

Number served: 420 **Period of time:** October 1, 1979 - October 1, 1980

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
x self concept development
x work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
x support services
  Child Care
  Transportation
  Job Related Clothing and Tools
____ other

PROGRAM/ACTIVITY DESCRIPTION

Three activities are included under this funding source. (See above)

In-School youth participate a maximum of 20 hours per week while schools are in session. Out-of-School youth who are at least 18 years of age may participate in the program; however they are encouraged to enroll in an educational activity.

Career guidance activities are provided in school Career Centers for program participants. All enrollees are required to complete a job application and have an interview with the job site supervisor. Current area labor market information is provided to all participants.

Most participants enrolled in school programs and activities lead to obtaining a high school diploma, taking the high school proficiency test, or passing the GED exam.

A special Vocational Exploration in the Private Sector/On-the-Job Training (OJT) has been designed primarily for out-of-school enrollees, but can be easily adapted for in-school participants.

EVALUATION/INDICATORS OF SUCCESS

Evaluations are based on past performance and historical plan vs actual data. Success is measured by placement rate, work training interest, plan vs actual enrollment and retainment levels. All activities subgranted by Modesto City Schools are well designed.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Orange County Youth Programs Voc Ed Project

OPERATING AGENCY/INSTITUTION Orange County Manpower Commission
1920 E. 17th Street Santa Ana, CA 92701

CONTACT PERSON Diana Seeley, Project Coordinator Tel. No. (714)953-6262

TARGET POPULATION

CETA eligible youth ages 14-21, who are educationally disadvantaged and/or potential drop-outs.

Number served: Approx. 1500 Period of time: April 1, 1980 through June 30, 1981

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
xx interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

From April 1, 1980 through June 30, 1981, and through the efforts of six liaison counselors -

- Group orientations are provided for CETA eligible youth. Orientations provide information and referrals to CETA, apprenticeships and high school Vocational Education programs.
- A catalogue has been developed to provide information and coordination for youth, training programs county wide.
- A model joint working agreement is being created to strengthen the linkages that have been developed between local education agencies and CETA youth programs. Through this agreement the project will provide technical and linkage assistance to selected agencies and programs, thus enhancing their ability to provide a broader range of education-to-work opportunities for youth.

EVALUATION/INDICATORS OF SUCCESS

- Degree of cooperation with Education Agencies.
- Feedback from CETA and School Counselors.
- Increases in placement of youth into training programs and unsubsidized employment.

TITLE OF PROGRAM/ACTIVITY Private Sector Involvement in Youth Employment Training
OPERATING AGENCY/INSTITUTION Santa Barbara County Schools
4400 Cathedral Oaks Road Santa Barbara, CA 93111
CONTACT PERSON Mary Scopatz Tel. No. (805)682-8229

TARGET POPULATION

The target population ranged in age from 14 to 19, with a 57-43 percentage breakout of males to females. White (52.8%); Hispanic (41.7%); and Black (4.2%)

Number served: 904 Period of time: January 1979 through June 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
_x_ career exploration/awareness
_x_ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
_x_ other On-the-Job Training

PROGRAM/ACTIVITY DESCRIPTION

Under a YEDPA special private sector involvement grant via Youthwork, a cadre' of "employer-based counselors" were developed in conjunction with the local chapter of the National Alliance of Business. Local businessmen and businesswomen were recruited to serve as volunteer counselors. Participating youth would be matched with an "employer-based counselor" in an expressed career field. The student and counselor would meet at the businessman/woman's work setting. Here the youth would be given first-hand information about training needed to enter that field of interest and what steps the counselor had to go through to get to his/her current position. The philosophy behind the project is that such people in the private sector can give more tangible, first-hand information than a school guidance counselor who of necessity cannot be a personal expert in all career fields. Approximately 50 CETA eligible youths were concurrently placed in part-time, on-the-job training slots.

Staff consisted of a project coordinator, assistant coordinator, a 5 school liaisons to cover the five high school districts covered by the project.

Only the on-the-job youth were paid wages in the program. Those youth receiving the employer-based counseling only did not receive wages and were frequently not CETA eligible.

EVALUATION/INDICATORS OF SUCCESS

The program/activity was deemed a success by the fact that almost twice as many youth participated as were originally planned for (904 vs 500) and that local businessmen and women are still volunteering. The program design has been integrated into the year-round Title IV-A in-school program.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Student Training Employment Program (STEP)

OPERATING AGENCY/INSTITUTION County of San Bernardino Department of Manpower Services
Box 6527, 101 North 1 Street San Bernardino, CA 92412

CONTACT PERSON Larry Vancura, County of San Bernardino Tel. No. (714)383-2853
Bill Ashmore, Colton Unified School Dist. (714)824-4173

TARGET POPULATION Individuals who lack 100 or less high school credits for graduation and not for those with less than 8th grade education. The program is available to all San Bernardino CETA enrollees with priority given to individuals between the ages of 16-21.

Number served: 115 Period of time: 9 months

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- x other
  Bilinguist
  Tutoring

PROGRAM/ACTIVITY DESCRIPTION

STEP enables CETA participants to work on a part-time basis while earning high-school credits for graduation. Credits can be provided by either:

1. Contract - Student work at his own pace and returns completed work for correction and credit.
2. Tutorial - Student attends high school on a regular scheduled basis or teacher visits student at employment/training site.

In addition to academic study, students may receive specialized instruction to supplement a particular vocational training program.

The educational portion of STEP is supplemented by actual work experience at a CETA worksite. Work experience includes job skills training and the development of beneficial work habits and attitudes aimed towards improving the youths' outlook for future employment.

EVALUATION/INDICATORS OF SUCCESS

The program is monitored by departmental supervisor and site program coordinator conferences. Success is determined by comparing the number of clients earning credits and/or diplomas with the number initially entering the program.

As of September 26, 1980:

Number of clients served: 115
Diplomas issued: 3
Total number of clients receiving credit: 99

TITLE OF PROGRAM/ACTIVITY Title IV YETP "School to Work"

OPERATING AGENCY/INSTITUTION Santa Ana Unified School District
2200 S. Fairveiw St. Santa Ana, CA 92704

CONTACT PERSON Marian Brotzman, Program Specialist, CETA Tel. No. (714)558-5555

TARGET POPULATION

16-18 in-school youth, minority groups served are Hispanic and Asian. Approximately 1/4 of enrollment is handicapped.

Number served: 250 Period of time: 9 months

Appropriate descriptors of the program/activity

x recruitment
___ basic academic skills
x job skills training
___ interpersonal and/or life skills
___ self concept development
x work attitudes/habits
___ motivation
x parent involvement
___ career exploration/awareness
___ career counseling
x employability skills
___ work experience
___ community service/learning experience
x placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Goals:
- The desire to work
- The necessary skills to be a desirable employee
- The ability to find and keep a job
- The understanding of one's self, one's strengths and abilities for achieving maturity and becoming socially responsible
- A renewed education/academic commitment as a result of making a career choice that is perceived as meaningful.

The CETA activity is "classroom training." Student must be enrolled on a priority basis: Handicapped income eligible, non handicapped, seniors who are income eligible and handicapped-non income eligible. Upon enrollment students indicate their desire for full or part time employment or additional schooling. If employment is indicated, our program provides additional job seeking skills to these students. The length of the ROP class determines the length of enrollment. The maximum would be 2 semesters. The ROP Class provides a "hands on" learning environment. Typically the students spend half their time in a simulated classroom at a training site. Program staffing consists of 3 persons; a Program Operator, Career/Community Education Specialist and Senior Clerk Typist.

EVALUATION/INDICATORS OF SUCCESS

There are two aspects to the program that defines its success - attendance and career or education plans upon completion.

1. Attendance - is required daily for ALL high school classes and ROP classes or the daily CETA allowance is forfeited. Students are constantly monitored and counseled accordingly. Those having a poor attendance record are not accepted into the program until the student shows improvement over a period of a month.

2. Plans upon completion - Part of the enrollment process includes a student interview at which time the student identifies their completion goal as either full or part time employment or some type of continued education or training.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY "YETP" Work Experience - CETA Title IV

OPERATING AGENCY/INSTITUTION Modesto City Schools
426 Locust Street Modesto, CA 95351

CONTACT PERSON Mr. Norvin Spence Tel. No. (209)523-1851
Ext. 281

TARGET POPULATION

15 - 21 year old economically disadvantaged youth. In-school youth.

Number served: 236 Period of time: October 1, 1979 to October 1, 1980

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- ____ motivation
- ____ parent involvement
- x career exploration/ awareness
- x career counseling
- ____ employability skills
- x work experience
- ____ community service/ learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Primary goals of this activity are to provide youth with:

1. Income support to assist and encourage youth to return to school, remain in school, and preparation for entry level activities into vocational training and post secondary education.
2. Help disadvantaged youth learn the disciplines of work routines and acceptance of job responsibilities and supervisory direction.
3. Exposure to the world of work.
4. Career exploration and work training opportunities that might not otherwise be available for disadvantaged youth, resulting in a reduction of school drop-out rates and the flow of untrained, unskilled youth into the labor market.
5. Utilization of Vocational Exploration in the Private Sector Component to provide opportunities for enrollees to explore vocational interests with private for profit employers.

EVALUATION/INDICATORS OF SUCCESS

Evaluations are based on past performance and historical plan vs. actual data. Success is measured by placement rate, work training interest, plan vs. actual enrollment and retainment levels. All activities subgranted by Modesto City Schools are well designed.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Youth Employment Program, San Mateo County
OPERATING AGENCY/INSTITUTION San Mateo County Office of Education
700 South Claremont, #109 San Mateo, CA 94401
CONTACT PERSON Virginia Rebata, Director Tel. No. (415)573-3544

TARGET POPULATION

Youth between ages of 14 and 21, that qualify as low-income or disadvantaged, many are minority (Black/Mexican-American) and handicapped.

Number served: 1400 Period of time: Year-round and Summer

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

IN-SCHOOL PROGRAM...is designed to:

-provide work experience and occupational skill training to students who are enrolled in high school or college.
-enable high school students to obtain work experience credits.
-provide individual and group vocational counseling and career development.
-assist students in developing the skills necessary to seek part-time or full-time permanent employment.

OUT-OF-SCHOOL PROGRAM...is designed to:

-provide out-of-school youth with the opportunity to sharpen their academic skills and to obtain the GED.
-provide specific skill training for the purpose of securing full-time employment within a specific job category.
-enable out-of-school youth to attend private training institutions to learn specific occupational skills.
-create on-the-job training contracts with private employers for the purpose of transitioning youth to full-time employment after an initial training period.

SUMMER PROGRAM

-is usually eight weeks in length, beginning in June and ending in August of each year.
-offers short term work experience, classroom training, career exploration, and college preparatory classes.
-open enrollment for those between 14-21 years old.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Youth Employment Training Program/Work Experience

OPERATING AGENCY/INSTITUTION Riverside County CETA Programs
3615 Main St. Riverside, CA 92502

CONTACT PERSON Walter Prebis/Judy Heinrich Tel. No. (714)788-1400

TARGET POPULATION

Youth from economically disadvantaged families ages 14-21.

Number served: 601 **Period of time:** Fiscal Year 1980

Appropriate descriptors of the program/activity

- ☒ recruitment
- ☐ basic academic skills
- ☒ job skills training
- ☒ interpersonal and/or life skills
- ☒ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☒ employability skills
- ☒ work experience
- ☐ community service/learning experience
- ☒ placement
- ☐ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

The overall goal of the program is to reduce unemployment among youth who are from economically disadvantaged families. Within the framework of this goal the objectives are: 1) to provide the disadvantaged youth with employment training, 2) to increase the potential employability, and career goals of the enrollee through meaningful work experience, 3) to provide incentives for the enrollee to complete his/her high school training and to assist the enrollee in making positive attitudinal adjustments toward self, school and community and to assist youth in overcoming obstacles which may hamper their adjustments.

A combination of work experience concepts and transitional services will include career information, adequate supervision, skills training, counseling guidance, and remedial education that will lead to producing productive workers.

The nature of the program is to provide the disadvantaged youth with work experience, counseling and guidance, supervision and labor market information that will assist the enrollee in working out any difficulties which he/she is immediately faced with. The program offered youth ages 14 through 21 work experience opportunities comparable to a "real world" situation which will encourage transition to permanent unsubsidized employment.

EVALUATION/INDICATORS OF SUCCESS

The program is closely monitored with emphasis on administration, fiscal management, facilities/equipment, participant files, worksite development, counseling, orientation, placement and significant segments.

Success is determined by number of placements, and correlation with original contract. This program has served the youth of Riverside County for several years. Its longevity can be attributed to its success.

TITLE OF PROGRAM/ACTIVITY Youth Services Corps

OPERATING AGENCY/INSTITUTION City of Ceres
2720 Second Street Ceres, CA 95307

CONTACT PERSON Art Maley Tel. No. (209)537-8911
Ext. 47

TARGET POPULATION

16-19 years of age out of school youth

Number served: 18 Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
____self concept development
____work attitudes/habits
____motivation
____parent involvement
____career exploration/awareness
____career counseling
____employability skills
_x_work experience
____community service/learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services

____other

PROGRAM/ACTIVITY DESCRIPTION

Program provides work experience activities for 16-19 years old high school drop-outs.

Participants are involved in maintenance of various parks and clean-up activities throughout the Ceres area. Minor repairs services to homes of Senior Citizens. Work is mainly restricted to street and park maintenance.

EVALUATION/INDICATORS OF SUCCESS

Number of participants served with the amount of funds granted.

CALIFORNIA

TITLE OF PROGRAM/ACTIVITY Youth Services Program Title IV YETP

OPERATING AGENCY/INSTITUTION N.A.A.C.P.
649 Paradise Road Modesto, CA 95355

CONTACT PERSON Rhonda Green - Veneese Metcalf Tel. No. (209)577-4039

Classroom Training - Vocational Exploration Program

TARGET POPULATION

Out-of-School Youth -- economically disadvantaged youth

Number served: 168 Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
____ work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Emphasis is placed on providing minority youth throughout the County with knowledge and experience necessary to secure meaningful employment and sustain it. The NAACP Program planned to provide a total of 160 unemployed 16-21 year old youth with job search techniques, a career exploration option, in-depth counseling and placement.

1. Identify and recruit unemployed youth who need special counseling services for job preparedness.
2. To act as a resource center referring individuals to other programs for more intensive training.
3. Place clients in non-subsidized employment.
4. Provide each client with vocational options through exposure to many vocations they have never considered. During initial contact a perspective client is given a prescreening to determine program eligibility. Once the client has been determined eligible, an appointment is made with a parent and application completed. Initial assessment of each participant is done on a one to one basis by program counselors. After completing modules participants are enrolled in the career exploration component of the program.

TITLE OF PROGRAM/ACTIVITY Mobile Career Guidance Vans (2)

OPERATING AGENCY/INSTITUTION Otero Jr. College Lajunta, CO 81050
(through grant from St.Bd. for Com. Colleges & Occ. Ed.)

CONTACT PERSON Dr. Jerry Pardue, Coordinator Tel. No. (303)839-3194

TARGET POPULATION

1. All high school youth, grades 10-11
2. School staff inservice
3. Community youth...out of school.

Number served: 2,000 per year Period of time: 1972-1980

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☐ basic academic skills
- ☐ job skills training
- ☒ interpersonal and/or life skills
- ☒ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☒ parent involvement (peripherally)
- ☒ career exploration/awareness
- ☐ career counseling
- ☐ employability skills
- ☐ work experience
- ☐ community service/learning experience
- ☐ placement
- ☐ job development
- ☒ staff upgrading
- ☒ interagency coordination
- ☒ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

Goals:

1. Acquaint rural high school youth with career information, aptitudes, interests, personal skills and concepts, education and training information, and resources available to further assist such students.
2. Inservice school staff to career development assistance for local school youth.
3. Career guidance and counseling for out of school youth (and others) in the community(s) being served by the mobile vans. Includes correctional institutions and summer migrant youth in rural areas. Also includes inner city youth in large metropolitan areas (summer).

EVALUATION/INDICATORS OF SUCCESS

Evaluation by students...after activity and by random sample 3-year follow-up.

Evaluation by: School counselor and school principal... after activity.

0 56

CONNECTICUT

TITLE OF PROGRAM/ACTIVITY A Life Plan Project

OPERATING AGENCY/INSTITUTION Urban League of Greater New Haven
1184 Chapel Street New Haven, CT 06511

CONTACT PERSON Roosevelt Parsons Tel. No. (203)624-4168

TARGET POPULATION

Number served: 30 **Period of time:** July 1, 1980 to June 30, 1981

Appropriate descriptors of the program/activity

- x recruitment
- basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- job development
- staff upgrading
- x interagency coordination
- support services
- x other (see description)

PROGRAM/ACTIVITY DESCRIPTION

This program has two goals - to serve 30 clients in their career decision making process and to devise a procedure and set of materials for career planning to be presented to the guidance counselors of the New Haven high schools. It is hoped that the mechanisms developed will be useful in helping school counselors reach each of their case load in career decisions and the planning of school programs and selection of the proper training and/or college programs for that decision.

EVALUATION/INDICATORS OF SUCCESS

Indicators to date show that clients and the procedures with them are progressing well. It is too early to discuss the procedures, mechanisms, and materials which are being developed for use in the high schools.

TITLE OF PROGRAM/ACTIVITY Job Skills Improvement Program

OPERATING AGENCY/INSTITUTION CETA Administration
20 South Elm Street Waterbury, CN 06702

CONTACT PERSON Mary Ann Spinola Tel. No. (203)574-6971

TARGET POPULATION

Targeted youth involved were between the ages of 18-20, currently unemployed or relent high school graduates with no immediate plans to continue their education. 20 males and 9 females, 20 Blacks, 4 Hispanic and 5 Whites.

Number served: 29 Period of time: 2 Groups (3.5 weeks each)

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- ___ career exploration/awareness
- x career counseling
- x employability skills
- ___ work experience
- ___ community service/learning experience
- x placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

The main thrust of the program was self-placement.

The participants were divided into 2 overlapping groups. For the first week and a half they attended classes and received training and testing in such areas as basic job seeking skills development, role playing, self confidence and positive image building, resume development, goals and objectives setting, motivation and placement.

The participant also went on actual job searches and interviews for the final 2 weeks of enrollment.

Classroom instruction was administered by Human Resource Development consultants. Interviews were recorded by the individual and were brought to the CETA office, where assigned staff would confirm them.

Statistical outcome concluded that out of the 29 participants, 18 secured unsubsidized employment, 1 returned to school, 1 entered the military, and 1 participant was transferred into another manpower program.

EVALUATION/INDICATORS OF SUCCESS

Success of the program was determined by the overall positive outcome. The program was evaluated on the total number of job placements in unsubsidized employment.

CONNECTICUT

TITLE OF PROGRAM/ACTIVITY Project Seek Out

OPERATING AGENCY/INSTITUTION Urban League of Greater New Haven
1184 Chapel Street New Haven, CT 06511

CONTACT PERSON Roosevelt Parsons Tel. No. (203)624-4168

TARGET POPULATION

Number served: 1,200 Period of time: June 30, 1979 to July, 1980

Appropriate descriptors of the program/activity

- recruitment
- basic academic skills
- [✓ job skills training]
- interpersonal and/or life skills
- self concept development
- [✓ work attitudes/habits]
- [✓ motivation]
- [✓ parent involvement]
- [✓ career exploration/awareness]
- [✓ career counseling]
- [✓ employability skills]
- work experience
- community service/learning experience
- placement
- job development
- staff upgrading
- [✓ interagency coordination]
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION

This program counsels young people from 15 to about 30 in career decisions and provides assistance in the selection of college or training program. Information and assistance with financial aid is also available. A very successful part of the program is the SAT review classes and financial aid workshops for parents.

Project Seek Out staff also refer clients to the employment division of the Urban League for jobs.

While most of the activity takes place in the public and private schools of greater New Haven, office hours accommodate those who have graduated, those who have dropped out, those seeking employment upgrading through training, and parents.

EVALUATION/INDICATORS OF SUCCESS

Extremely successful and cost effective.

TITLE OF PROGRAM/ACTIVITY Teens Helping Teens Program

OPERATING AGENCY/INSTITUTION Urban League of Greater New Haven, Inc.
1184 Chapel Street New Haven, CT 06511

CONTACT PERSON Delores James Tel. No. (203)624-4168

TARGET POPULATION

Number served: about 500 **Period of time:** January 1980 to November 1, 1980

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- x self concept development
- ____ work attitudes/habits
- x motivation
- ____ parent involvement
- ____ career exploration/awareness
- ____ career counseling
- ____ employability skills
- ____ work experience
- x community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- x other sexuality

PROGRAM/ACTIVITY DESCRIPTION

This project employs teens as counselors for their friends. The teen counselors are fully trained in human sexuality and development. Eight are presently on staff. They are counseling individuals and participating in groups at other agencies, such as the YWCA and Girl Scouts. They have also been used as resources for the regular school efforts in sex education.

As a result of their work, several teen clients have begun career choices and sought training through other programs.

EVALUATION/INDICATORS OF SUCCESS

The results are difficult to measure. However, comments about the activities of the counselors are favorable.

CONNECTICUT

TITLE OF PROGRAM/ACTIVITY IV - YCCIP

OPERATING AGENCY/INSTITUTION Town of Westport/Youth Adult Council
90 Post Road East Westport, CN 06880

CONTACT PERSON Debra Nelson Tel. No. (203)266-8311
Ext. 960

TARGET POPULATION

16-19 year old youths; Handicapped 30%; Public Assistance Recipients 10%; Offenders 20%; Limited English Speaking 5%; Lack of Credentials 95%; Need of Basic Skills 95%; In-School Youth 95%; Out-of-school Youth 5%

Number served: 68 Period of time: Oct.1, 1980 - Sept. 30, 1981

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/ or life skills
____self concept development
_x_ work attitudes/ habits
____motivation
____parent involvement
_x_ career exploration/ awareness
____career counseling
____employability skills
_x_ work experience
_x_ community service/ learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION *

The purposes of this program are to: 1) provide well-supervised work experience for 16-19 year old youths who have and potentially will continue to have severe difficulty in obtaining employment; 2) assist students in skill acquisition and development of work habits which will enhance their employability; 3) involve students in labor intensive projects which will result in positive benefits to the community and its citizens; 4) encourage students through the provisions of academic credit and supportive services to complete their high school education; 5) recruit only unemployed 16-19 year old youth; 6) employ at least one third Special Education students including both physically and mentally handicapped; 7) accomplish energy conservation projects which will reduce fuel consumption.

Specific projects which the Youth Conservation aides will complete are: 1) Development of physical fitness courses on town owned property; 2) Energy conservation in municipal buildings; 3) Correction of flood and erosion problems at community farm; 4) Development of youth employment corporation; 5) Site development for transit transfer station; 6) The railroad parking authority; 7) Site improvements at high school

EVALUATION/INDICATORS OF SUCCESS:

Evaluation is completed by the prime sponsor's management information system's unit during the contract year.

TITLE OF PROGRAM/ACTIVITY Cooperative Work Study New Castle County School District

OPERATING AGENCY/INSTITUTION Wm. Penn High School

Basin Road New Castle, DE 19720

CONTACT PERSON Sydney Goldberg Tel. No. (302)323-3846

TARGET POPULATION

Ages 16 - 21, 40% Minority Group, 15% Handicapped

Number served: 200 **Period of time**: September to June

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

At William Penn High School it is a combination of classroom study and on-the-job work experience. Students receive in-school instruction and related vocational experience, in a field of their choice, through cooperation between the school and employers. These two experiences comprise the students' educational program. Work periods and school attendance, while flexible, meet definite state requirements of instruction. Students earn one academic credit per school year after having completed 250 hours of work. Students in their freshman, sophomore, and junior years are in school five periods a day, while seniors must be in school four periods a day.

It is intended for students whose needs are not met by traditional school programs. This program is to encourage students to complete their high school education, and to better prepare them for the world of work.

Objectives: 1) Students will improve their attendance record; 2) Students will remain enrolled in school; 3) Students will increase positive behavior; 4) Students will demonstrate punctuality at work and in school; 5) Students will follow employer's directions; 6) Students will successfully work and cooperate with other employees; 7) Students will improve their academic records; 8) Students will recognize their job aptitudes.

DELAWARE

TITLE OF PROGRAM/ACTIVITY Jobs for Delaware Graduates, Inc.

OPERATING AGENCY/INSTITUTION 1632 Telegraph Road
Stanton, DE 19804

CONTACT PERSON Mr. Ralph barrow, President Tel. No. (302)995-7175

TARGET POPULATION

Students who would be most in need of assistance in obtaining employment after graduation.

Number served:

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/ or life skills
x self concept development
x work attitudes/ habits
x motivation
x parent involvement
x career exploration/ awareness
x career counseling
x employability skills
x work experience
community service/ learning experience
x placement
x job development
x staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION *

Jobs for Delaware Graduates was organized to implement a statewide pilot effort to insure the transition from school to work of its public high school graduates. The staff of 53 members was intensively trained in the requirements of the program, which were the ability to work with the private sector, and the ability to assure proper preparation for the world of work. Following that training, the staff directly entered the schools and initiated an intensive interviewing and testing process to select the estimated one-third of the students who would be most in need of assistance in obtaining employment upon graduation. The targeted group was assigned to the JFD staff with specific job skills assignments to be accomplished during each month prior to graduation. These job skills--filling out a job application, identifying the right career, ability to handle a job interview, conduct and dress for the job, finding and keeping a job, etc. -are being accomplished through the implementation of a vocationally oriented student organization--the Delaware Career Association.

That student organization has already proven immensely successful with 60% of all seniors in the schools requesting to join the organization. The organization gives the students a feeling of belonging, and it has developed the proper motivation that is necessary for the student to succeed in seeking and keeping employment.

In addition, employer contacts were made by the JDG staff to solicit jobs for our graduating seniors. These contracts with employers turned up an excess of 2400 fulltime jobs and over 650 part-time jobs.

The Job Specialists are responsible for each individual student in their chapter to make sure they are prepared for and are placed on the job. After a student finds a job, the Job Specialist will be doing a follow-up service for nine months.

EVALUATION/INDICATORS OF SUCCESS

This $2 million, 18-month pilot venture has been in operation for approximately one year. We are proud to report some striking successes and clear, concrete evidence of the accuracy of the original premises upon which the program was constructed.

The results of the program show that, some 30 days after graduation, more than 400 of our targeted students are working. We truly expect placement of nearly 80% of our targeted seniors.

DELAWARE

TITLE OF PROGRAM/ACTIVITY NCC Vo-Tech Improvement Company

OPERATING AGENCY/INSTITUTION New Castle County Vocational-Technical School District
1417 Newport Road Wilmington, DE 19804

CONTACT PERSON Joseph M. Potochney Tel. No. (302)998-1159

TARGET POPULATION

Youth ages 16-19 years, preference for economically disadvantaged, unemployed out of school

Number served: 40 Period of time: Annually

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
__x__job skills training
____interpersonal and/ or life skills
__x__self concept development
__x__work attitudes/ habits
__x__motivation
____parent involvement
__x__career exploration/ awareness
____career counseling
____employability skills
____work experience
__x__community service/ learning experience
____placement
____job development
____staff upgrading
__x__interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION

Enrollees function as members of a building and maintenance crew. A variety of jobs are contracted to provide multiple experiences in areas of: carpentry, welding, masonry, electrical and painting.

Emphasis is on attitudinal and skill development. A built-in pay raise incentive based on bi-monthly evaluations by Work Site Supervisors, provide an hourly rate range from $3.10 - $3.95.

Staffing: Project Coordinator, 3 work site supervisors, secretary.

Dollar value of work completed for public or non-profit private agencies approximately $300,000.

EVALUATION/INDICATORS OF SUCCESS

Identified by State CETA personnel as best program under Title IV. Student records, quality of work completed, success of terminations to private sector jobs.

DELAWARE

TITLE OF PROGRAM/ACTIVITY Project Return

OPERATING AGENCY/INSTITUTION Wm. Penn High School
Basin Rd. New Castle, DE 19720

CONTACT PERSON Barbara Lovato Tel. No. (302)323-2855

TARGET POPULATION

Ages 16-21, 35% Minority Group, 15% Handicapped

Number served: 30 Period of time: October 1 to September 30

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- X job development
- ____ staff upgrading
- x interagency coordination
- x support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

The goal of Project Return is to help dropouts re-enter the school system and complete their high school education. The program focuses on two areas: academic classwork and work experience. Since this is an intermediary program, two academic subjects are offered, English and Mathematics. Classes are geared to a maximum of fifteen (15) students thereby affording each student individualized attention by the teacher. A total of three (3) credits can be earned in this program, one for English, one for Mathematics, and one for Work Experience. These credits are applied toward a High School diploma.

Project Return is designed for students who have withdrawn from school. Young people drop out for a variety of reasons, academic, econimic, social or emotional. Past experience has shown that many students who return to school are not able to readjust and subsequently drop out again. For those people who wish the opportunity to return, this program will serve as an intermediate phase to help make return to school easier and more successful.

Objectives: 1) Students will return to school to fulfill requirements for a high school diploma; 2) Young people return to the school system and leave the pool of high school dropouts; 3) Students will learn positive work and study habits; 4) Students will "learn and grow" both at work and in school; 5) Students will successfully develop positive attitudes and images thereby feeling better about themselves.

DELAWARE

TITLE OF PROGRAM/ACTIVITY Project 70001
OPERATING AGENCY/INSTITUTION New Castle County Vo-Tech School District
1417 Newport Road Wilmington, DE 19804
CONTACT PERSON Joseph M. Potochney Tel. No. (302)998-1159

TARGET POPULATION

High School drop-out age 16-21, economically disadvantaged, unemployed.

Number served: 260 Period of time: Annually

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services

____ other

PROGRAM/ACTIVITY DESCRIPTION

Individualized assessment, counseling and goal setting leading to employment and a High School Diploma.

Orientation and employability skills development classes for small groups leads to placement in private sector, unsubsidized jobs.

Key element to success of placement is intensive follow-up of working youth.

Four locations; staff includes: Site Coordinator, Counselor, Job Developers, Secretary, Academic Instructor.

Monthly enrollment per location is 30 students.

EVALUATION/INDICATORS OF SUCCESS

Extensive documentation of individuals progress, pre and post testing to measure gains. Staff documentation of activities with youth, with business, with community. CETA contract goals. Positive Termination Rate 75%

FLORIDA

TITLE OF PROGRAM/ACTIVITY Enrichment Grant of the Youth Incentive Entitlement Pilot Program

OPERATING AGENCY/INSTITUTION College of Education, University of Florida
Gainesville, FL 32611

CONTACT PERSON Lawrence L. Smith Tel. No. (904)392-2391

TARGET POPULATION

Youth participating in the CETA Entitlement Project; all are 16-19 years old, poverty-level, high school students.

Number served: 16 Period of time: February 1, through August 15, 1980

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

The goal was to increase the reading level of CETA clients who volunteered for this program in hopes of enhancing their opportunity for more meaningful employment. Based on initial assessment of their reading skills, students were assigned to either a "basic skills class" or a "learning strategies class" that met for one and one half hours, twice weekly.

Advanced graduate students in reading, were hired as instructors. These instructors teaching in the basic skills classes attempted to maximize the amount of time available for "engaged" activities. A typical hour and a half lesson was broken into four parts: decoding activities using a directed reading lesson, and uninterrupted sustained silent reading.

The major focus in the learning strategies group were "survival" skills, vocabulary development, comprehension, and learning strategies as they pertained to reading on the job.

EVALUATION/INDICATORS OF SUCCESS

Prior to receiving instruction, students were tested on the Wide Range Achievement Test and the GAPADOL Reading Test. These tests were also used for post-testing. The overall mean gain in word recognition of 1.7 grade levels and the overall mean gain in comprehension of 1.4 grade levels is very good given that students received, on the average, 28 hours of instruction.

TITLE OF PROGRAM/ACTIVITY Farmworker Parent and Youth Program

OPERATING AGENCY/INSTITUTION Redlands Christian Migrant Association (RCMA)
16085 S.W. 293 Drive Homestead, FL 33039

CONTACT PERSON Randy A. Natalino Tel. No. (305)247-6269

TARGET POPULATION

14-21 year old in and out of school youths, Black and Hispanic: heads of household, single parents, person of limited English, migrants, offenders, and dropouts.

Number served: 121 Period of time: 1 year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
x other

PROGRAM/ACTIVITY DESCRIPTION

In Education, three areas will be offered: 1. Tutoring assistance for In-School Youth; 2. Basic Education; and 3. GED Training.

The function of Work Experience is to give participants a short-term opportunity to experience an occupation of their choice. The result is a crystalization of participant vocational goals and an accompanying commitment to achieve their pals.

EVALUATION/INDICATORS OF SUCCESS

RCMA believes that youth must succeed if at all possible in the regular classroom. Therefore, youths must succeed in that environment if any long term success is to be achieved. Benchmarks of achievement have also been developed for step-by-step successful completion of training.

FLORIDA

TITLE OF PROGRAM/ACTIVITY Project '79

OPERATING AGENCY/INSTITUTION Youth Co-Op, Inc, Project '79
420 S.W. 8th Avenue Miami, FL 33130

CONTACT PERSON Luis G. Diaz Tel. No. (305)324-8221

TARGET POPULATION

Both males and females ranging from 16 up to 21 years old in-school youths. Includes Blacks, Whites, and Hispanics, plus AFDC recipients, single parents, offenders, and persons of limited English.

Number served: 31 Period of time: 1 year

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Training involves television production, where the participants are involved in electronics and the use of sophisticated TV equipment. Training involves camera identification, knowledge of camera shots; lighting instructions; photographic principles; animation sound pick-up; sound recording; creative sound mixing; dictating techniques, editing, and production. Pre-employment knowledge is also given to the youths.

The main goal of Project '79 is for the participants to successfully complete this training with the sufficient knowledge to obtain future employment and/cr encourage them to continue their education through college, specializing in any areas of this field.

EVALUATION/INDICATORS OF SUCCESS

The standards that will be required for the youth's continued participation is a letter grade from A (excellent) to F (failure) based on motivation, participation, willingness, responsibility, dependability, attendance, ability to carry out duties, and general effectiveness.

TITLE OF PROGRAM/ACTIVITY Reading Center G.E.D. Academy/Ed. P.E.K.

OPERATING AGENCY/INSTITUTION University of Miami
P.O. Box 248065 Coral Gables, FL. 33134

CONTACT PERSON Clarice Teboe, Dr. Judith Amster Tel. No. (305)284-3166

TARGET POPULATION

AFDC, Head of Household, Single Parent, Handicapped, Offenders, Dropouts, Out-of-School Youth.

Number served: 86 Period of time: 46 weeks
Number slots: 37

Appropriate descriptors of the program/activity

____ recruitment
_x_ basic academic skills
____ job skills training
_x_ interpersonal and/or life skills
_x_ self concept development
_x_ work attitudes/habits
_x_ motivation
____ parent involvement
____ career exploration/awareness
_x_ career counseling
_x_ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
_x_ other -- speech and communication aid or therapy.

PROGRAM/ACTIVITY DESCRIPTION

The goal of the University of Miami GED Reading Academy is to facilitate participant entrance into the world of work or vocational training equipped with at least functional reading/mathematical skills and/or a high school equivalency diploma and job acquisition and survival skills. There are three academic levels for the educational component. The curriculum reflects the emphasis in each; moving from a clinical/remedial model to the more advanced study required for GED passage.

EVALUATION/INDICATORS OF SUCCESS

Program Levels 3

1. Reach Functional reading skills-approx. levels 5th grade.
2. Begin GED study and preparation-approx. 7th-8th grade.
3. Pass GED - high school equivalency.

FLORIDA

TITLE OF PROGRAM/ACTIVITY Remedial Training and G.E.D. Training

OPERATING AGENCY/INSTITUTION Juvenile Services Program, Inc. (JSP)
3435 1st Avenue St. Petersburg, FL 33711

CONTACT PERSON Peter Parrado, Ed. Director Tel. No. (813)821-2443

TARGET POPULATION

- Structurally unemployed and underemployed youth (16-21)
- Economically disadvantaged youth (16-21)

Number served: 125 Period of time: Fiscal year 1980

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
____ self concept development
x work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
____ career counseling
____ employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
x support services (Transportation, Child Care)
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goals: To provide an educational, developmental program which will improve reading and math levels by one month for each 2 weeks of instruction according to EDP.

- To prepare participants to obtain G.E.D.
- To provide: Assessment of participants' aptitudes, interest, self-concept, academic developments and abilities; a Vocational Awareness Workshop; and Counseling.

Individualized prescriptive educational packages (modules) are developed for each participants, either in remediation of G.E.D. prep., based upon testing results. Upon completion of module participant moves on to G.E.D. or next module.

Linkages have been established for work experience slots with Pinellas Opportunity Council, Inc., a CBO. Participants are concurrently enrolled into classroom training and work experience components, 20 hrs/wk. in each. Additionally, linkages have been developed with the Pinellas School System whereby they will accept credits received at JSP; the voc--tech schools will accept JSP testing/evaluation and accept participants on a priority basis; and fees are waived for entrance into St. Petersburg Junior College TOPS. In accordance with the EDP, participants are assisted with either job development/placement, or enrollment into the voc--tech or SPJC and BEOG application.

Juvenile Services Program, Inc., is a registered private school with the State of Florida, with Dr. Peter Parrado as Executive Director. Staffing includes Vocational Specialist, Counselors, Learning Managers, Job Developer and a Screener/Liaison.

EVALUATION/INDICATORS OF SUCCESS

Completions: 86%
Positive Terms as % of Total Terms: 87%
Entered Employ as % of Total Terms: 52%
Return to School as % of Total Terms: 18%
Non-Positive Term Rate: 13%

FLORIDA

TITLE OF PROGRAM/ACTIVITY Ventures in Community Improvement

OPERATING AGENCY/INSTITUTION Broward Employment and Training Administration
330 North Andrews Ave. Ft. Lauderdale, FL 33301

CONTACT PERSON Kevin Cregan, Project Coordinator Tel. No. (305)765-8330
Israel G. Small, Youth Programs Director

TARGET POPULATION

16 - 19 years of age, out-of-school, economically disadvantaged, resident of defined geographic area within Ft. Lauderdale.

Number served: 228 **Period of time:** 24 months

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Youth are supervised by Union Journeyman in one (1) of four (4) trade areas-Carpentry, Painting, Masonry, and Plumbing. Ratio of six (6) youth to one (1) Journeyman. Actual construction projects are undertaken. Eligible work providing agencies include private, non-profit agencies, public parks and buildings as well as certain low-income homes. Youth can spend up to 12 months in program and are then transitioned into union apprenticeship, non-union entry level construction jobs, non-construction jobs, or return to school/other training programs. Generally the goal of program is to teach youth mechanical skills and good improvements to the community.

EVALUATION/INDICATORS OF SUCCESS

We determine success by:

(1) percentage of youth who enter constructing jobs; other unsubsidized job placements or go to other training.
(2) satisfaction of work providing agencies with work done by youth.

We feel the Program is successful:

(1) Many of our graduates have entered union apprenticeship with "advanced standing" due to their level of skill.
(2) 70% of all participants terminated have either found employment in the private sector (47%) or have returned to school for additional training.
(3) The quality of work done by program participants has been outstanding. The work they have done is noticeable and has left its mark on the community.

FLORIDA

TITLE OF PROGRAM/ACTIVITY Vocational Skills Training/Adult Basic Education for Out-of-School Youth

OPERATING AGENCY/INSTITUTION School Board of Broward County, Florida
1320 S.W. 4th Street Fort Lauderdale, FL 33312

CONTACT PERSON Allegra W. Murphy, Educational Specialist Tel. No. (305)765-6720
Israel G. Small, Youth Programs Director (305)765-8274

TARGET POPLATION

This program serves the Out-of-School economically disadvantaged youth and Haitian refugees ages 16-21.

Number served: 75 Period of time: Every six months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
work experience
community service/learning experience
x placement
job development
staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION *

Goals: 1) Intermediate targets will be to attract out-of-school youth to return to school in an adult environment which is not characteristic of the student's previous school experiences.

2) To provide the economically disadvantaged youth the opportunity to acquire those necessary academic skills which will enable the youth to pursue additional secondary or skills training.

Activities and Curriculum: This program seeks to provide a service mix that will provide out-of-school youth an incentive to return to school and prepare themselves for occupations that have been determined to be of high demand for Broward County. Participants will receive academic remediation through Adult Basic Education, Adult High School or the Individual Manpower Training Systems and skills training in vocational education.

Specific services will include: 1) Outreach and Recruitment; 2) Work Evaluation; 3) Counseling; 4) Information and referrals to other needed social services; 5) Provision of labor market information; 6) Workshops for job seeking skills; 7) Career Day Activities; 8) Job Placement Assistance; 9) Information and referrals to post secondary schools.

Instructional Strategies: The program will be prescriptive in nature, i.e., each student will be provided extensive evaluation in basic skills. Upon completion of the entire evaluation, the student will be placed in one of four areas depending on his particular need. Upon completion of specialized treatment, the student will be placed in a vocational training program. Because of intensive career counseling, each participant will be able to effectively plan his/her career choice.

Duration: The length of the training cycle is 6 months or 750 hours.

EVALUATION/INDICATORS OF SUCCESS

Success of this program will be measured by the number of clients obtaining employment, the number of grade level increases, and the number of clients obtaining G.E.D.

TITLE OF PROGRAM/ACTIVITY Youth Business Development, Inc.

OPERATING AGENCY/INSTITUTION Broward County Minority Builders Coalition
771 N.W. 22nd Rd. Fort Lauderdale, FL 33310

CONTACT PERSON(S) E. Pat Larkins/Josephine Powers Tel. No. (305)792-4350
Israel Small, Youth Programs Director (305)765-8274

TARGET POPULATION

Economically disadvantaged; 16 - 21 years of age

Number served: (approx.) 30 Period of time: 6 months

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ___ community service/learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- x support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION *

Youth Business Development (YBD) is an employment training program designed to prepare youth for gainful employment and continued training within the private business sector.

The design is a modified version of the junior achievement concept. The following activities are provided in the order in which they were listed: Orientation/Assessment, Classroom-Training, Work Experience, Placement and Follow-up.

Curricula is varied and divided into three areas: 1) Basic Education; 2) Business Education and 3) Skills Training. Instructors are well qualified and provide non-traditional instruction. Classroom training is 2.5 months in duration while work experience lasts 3.5 months.

A most important adjunct to training is counseling. YBD counseling stresses motivational therapy and individualized attention to help each participant gain the most meaningful results from training.

Staffing is made up of the following:
Program Director - Overall supervision of program
Training Coordinator - Coordinate all matters (instructors, teaching aids, facilities, etc.)
Counselor - Provides individual & group vocational counseling.
Job Developer - Develop employment situations and/or continuing education opportunities for participants.
Work Site Supervision - Coordinate and supervise the work experience site for participants.

EVALUATION/INDICATORS OF SUCCESS

Success is determined by the percentage of persons completing training and obtaining unsubsidized employment, and achieving an other positive status.

FLORIDA

TITLE OF PROGRAM/ACTIVITY Youth Employment and Learning Program

OPERATING AGENCY/INSTITUTION Youth Co-Op, Inc.
1710 N.W. Seventh Street Miami, FL 33125

CONTACT PERSON Frank Sitjes Tel. No. (305) 643-6730

TARGET POPULATION

14-21 year olds; Black, White, Hispanics; AFDC recipients, head of households, single parents, handicapped, persons with limited English, offenders, and dropouts.

Number served: 117 Period of time: 1 year

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- x motivation
- x parent involvement
- x career exploration/ awareness
- x career counseling
- x employability skills
- x work experience
- ___ community service/ learning experience
- ___ placement
- x job development
- x staff upgrading
- x interagency coordination
- x support services
- x other

PROGRAM/ACTIVITY DESCRIPTION

The Work Experience component involves explosing the participant to real life job setting in areas of interest to the participant in the clerical field. Education involves GED preparation for Out-of-School youths, plus tutoring.

Occupational Skills training will focus on the methods of filing and record management. All youths will be given Pre-employment knowledge.

The goals of the program include exposing the participant to real life job settings while assisting him to obtain employability skills. The main goal of the Education component is to aid the participants to pass the high school equivalency test. Also, the goal of Occupational Skills Training is to train participants in business and secretarial skills.

EVALUATION/INDICATORS OF SUCCESS

A system of benchmarks or competency levels have been developed in order to follow the participants progress in a step-by-step manner.

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program - In-School

OPERATING AGENCY/INSTITUTION The School Board of Broward County, Florida
1320 S.W. 4th Street Fort Lauderdale, FL 33312

CONTACT PERSON Allegra W. Murphy, Educational Specialist Tel. No. (305)765-6720
Israel G. Small, Youth Programs Director (305)765-8274

TARGET POPULATION

Designed for the economically disadvantaged youths, age 14 through 21.

Number served: 300 Period of time: 12 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Goals: 1) To provide disadvantaged youth with meaningful work experience opportunities along with career counseling and applicable labor market information which will support their continued enrollment or re-enrollment in school.

2) To provide disadvantaged youth with personal and career counseling, job sampling, limited skills acquisition and work experience whereby they are exposed to a variety of realistic vocational possibilities and requirements.

Curriculum: The School Board of Broward County currently offers many vocational training programs in the broad disciplines of Agriculture, Business Education, Marketing, and Distributive Education, Industrial Education, Health Occupations, and Home Economics.

Each Student employed in the Youth Program will be concurrently enrolled utilizing the cooperative method of instruction coupling academic cooperative vocational training classes with work experience and vocational subjects and work experience.

Instructional Strategies: Classroom training is the major vehicle for teaching employability skills. Students will become more knowledgeable of jobs and their vocational, academic and social needs. Qualified School Board personnel will prepare the occupational information and assist the student in making the transition from the academic setting to the world of work. The school curriculum will be adapted to each student's unique needs of employment. All Cooperative vocational students will receive academic credit toward graduation from work components.

Duration: Maximum of 1,000 hours or 52 weeks. Participants may work 4 hours/per day with a maximum of *20 hours/per week for 9.5 months. (*Participants 14 and 15 years of age shall not exceed 15 hours of work experience per week.)

EVALUATION/INDICATORS OF SUCCESS

Success is determined by the percentage of participants who complete training and obtain employment in unsubsidized jobs; those who complete training and receive academic credit; and those who have worked toward and achieved advanced training following graduation.

FLORIDA

TITLE OF PROGRAM/ACTIVITY Youth Offender Program Title IV Y.C.C.I.P.

OPERATING AGENCY/INSTITUTION Volusia Co.Prime Sponsor/Volusia Co.Sher.Dept.Sub.
724 S. Segrave Street Daytona Beach, FL 32015

CONTACT PERSON Ron Morrison, Youth Programs Manager Tel. No. (904)258-7000
Ext. 4194

TARGET POPULATION

This program addresses youthful offenders between the ages of 16-19 from all ethnic groups.

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
x work experience
x community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Purpose: This program will serve as a viable option to the processing of cases involving 16-19 year old youths who have committed minor offenses and/or are determined to be ungovernable or predispositioned to wayward behavior. The scope of the program should not be considered as only punitive in intent, but as an option to current available means of disposing of cases involving juveniles who have been exposed to the judicial system by affording them an opportunity to become more responsible and productive through exposure and participation in a labor intensive setting which will result in tangible outcomes, provide a community service, and will have provisions for earning a salary which can be used as restitution if necessary.

Program Design: The activities proposed will allow for a team of five youths under the supervision of an adult worksite supervisor to perform maintenance/refurbishing type labor on community properties. Each youth participant will be paid at the prevailing federal minimum hourly wage rate for each hour of labor. There will be advance scheduling of community projects and when one is completed an orderly transition to the next will follow. All materials used in the projects will be furnished by the communities or agencies where work is to be performed. The worksite supervisor will be responsible for serving as an acceptable adult model, for supervising all worksite activities, and for the completion of weekly Individual Participant Evaluations. In addition, the worksite supervisor may offer input to the VCETA Intake Counselors regarding the progress and achievement of participants. Graduation from this program should be upon the recommendation of the worksite supervisor, VCETA Counselor, DYS caseworker, and courts, if appropriate.

EVALUATION/INDICATORS OF SUCCESS

A progress evaluation form is used to measure participant progress within four subject areas on a weekly basis. The form is completed by the worksite supervisor.

TITLE OF PROGRAM/ACTIVITY Career Awareness Curriculum Development/Other (Adm.)

OPERATING AGENCY/INSTITUTION Clayton County Board of Education

Clayton County Work Rehabilitation Center
221 Stockbridge Road Jonesboro, GA 30236

CONTACT PERSON Ms. Carolyn Parker Tel. No. (404)447-0881

TARGET POPULATION

Minority youth age 16-21

Number served: 223 Period of time: June 23, 1980 through September 30, 1980
(Participant costs paid by Clayton County Prime Sponsor)

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- ____ self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- x career exploration/awareness
- ____ career counseling
- ____ employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- x other Staff Development

PROGRAM/ACTIVITY DESCRIPTION

A 10-week summer program for the purpose of 1) developing a career awareness/exploration curriculum for youth; 2) training instructors to implement this approach to education; and 3) exposing CETA eligible youth to the curriculum and to the teaching approach for a period of four weeks. Pre and post testing is used to evaluate students' progress.

Included funding for 12 instructor/curriculum development staff for four weeks. All other staff costs were in-kind.

EVALUATION/INDICATORS OF SUCCESS

All participants returned to school. Final report pending.

GEORGIA

TITLE OF PROGRAM/ACTIVITY Career Orientation for Public Educators/Other (Adm.)

OPERATING AGENCY/INSTITUTION C of C & Georgia Employment & Training Council
501 Pulliam Street,S.W.,Room 210 Atlanta, GA 30312

CONTACT PERSON Donna Byrd Tel. No. (404)656-5567

TARGET POPULATION

High School Age Youth (indirectly served)

Number served: NA Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
____self concept development
____work attitudes/habits
____motivation
____parent involvement
____career exploration/awareness
____career counseling
____employability skills
____work experience
____community service/learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
__x__other
Staff Development

PROGRAM/ACTIVITY DESCRIPTION

The purpose of this project was gathering data for use by teachers and counselors which will facilitate the development of career guidance curricula to assist youth to achieve a smoother transition from school to work. Public educators participated in career education and economic development workshops to prepare for the actual data gathering activities. The project objective was to develop a model program whereby public educators, who work with in-school youth, could study the work environment and specific occupations in private sector businesses.

EVALUATION/INDICATORS OF SUCCESS

Progress reports and documentation of program activities have indicated positive results. Final report is pending.

TITLE OF PROGRAM/ACTIVITY Georgia Career Information System (GCIS)/Other (Adm.)

OPERATING AGENCY/INSTITUTION Georgia State University

Box 1028, University Plaza Atlanta, GA 30303

CONTACT PERSON Mr. Les Janis, Director Tel. No. (404)658-2565

TARGET POPULATION

All individuals seeking occupational/career information

Number served: Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- ___ job skills training
- ___ interpersonal and/or life skills
- ___ self concept development
- ___ work attitudes/habits
- ___ motivation
- ___ parent involvement
- _x_ career exploration/awareness
- ___ career counseling
- ___ employability skills
- ___ work experience
- ___ community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- _x_ other

computer software development

PROGRAM/ACTIVITY DESCRIPTION

Provides current computerized occupational and career information which will serve the needs of students in educational institutions and the clients of social service and governmental agencies. The delivery system developed furnishes current labor market data related to educational preparation and costs in useable forms to improve career choices and training opportunities for all users of the service.

EVALUATION/INDICATORS OF SUCCESS

-Meeting established objectives of expanding the on-line, Georgia-specific occupational/educational data.

-Increasing subscriptions to the service by high school and university systems and public agencies which are leading to total self-support.

GEORGIA

TITLE OF PROGRAM/ACTIVITY Georgia Career Information System (GCIS)/Other (Adm.)FY81

OPERATING AGENCY/INSTITUTION Georgia State University

Box 1028, University Plaza Atlanta, GA 30303

CONTACT PERSON Mr. Les Janis, Director Tel. No. (404)658-2565

TARGET POPULATION

Handicapped seeking occupational/career information

Number served: Period of time: October 1, 1980 to September 30, 1981

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- x career exploration/awareness
- ____ career counseling
- ____ employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- x other computer software development

PROGRAM/ACTIVITY DESCRIPTION

In FY81 efforts are being directed toward developing occupational/career/educational data to address the special needs of the physically handicapped population to aid these individuals in making career choices.

(This program is linked with FY-80 which provides current computerized occupational and career information which will serve the needs of students in educational institutions and the clients of social service and governmental agencies. The delivery system developed furnishes current labor market data related to educational preparation and costs in usable forms to improve career choices and training opportunities for all users of the service.)

EVALUATION/INDICATORS OF SUCCESS

-Meeting established objectives of expanding the on-line, Georgia - specific occupational/educational data.

-Increasing subscriptions to the service by high school and university systems and public agencies which are leading to total self-support.

TITLE OF PROGRAM/ACTIVITY Governor's Intern/Other (Work Exposure)

OPERATING AGENCY/INSTITUTION Office of the Governor
111 State Capitol Atlanta, GA 30334

CONTACT PERSON Mr. William D. Cloud, Director Tel. No. (404) 656-1794
Governor's Youth Intern Program

TARGET POPULATION

Minority, female and economically disadvantaged college students (primarily graduate students)

Number served: 138 Period of time: October 1, 1979 to September 31, 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
____self concept development
____work attitudes/habits
____motivation
____parent involvement
_x_ career exploration/awareness
____career counseling
____employability skills
____work experience
_x_ community service/learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services

____other

PROGRAM/ACTIVITY DESCRIPTION

Provided 10 weeks of career experience in state and local government throughout the State for minority, female and economically disadvantaged college students in an effort to eventually increase the target groups' participation in higher levels of state government employment. Experiences included writing press releases about environmental issues, researching materials to preserve Georgia's historical buildings, counseling and tutoring juvenile offenders, preparing an educational documentary for television and analyzing legislation during the law-making process of the General Assembly.

Includes funding for 3 staff at 50% time.

EVALUATION/INDICATORS OF SUCCESS

Academic credit is granted to those students who successfully complete the program.

GEORGIA

TITLE OF PROGRAM/ACTIVITY Governor's Youth Intern/Other (Work Exposure)

OPERATING AGENCY/INSTITUTION Office of the Governor
111 State Capitol Atlanta, GA. 30334

CONTACT PERSON Mr. William D. Cloud, Director
Governor's Youth Intern Program
Tel. No. (404)656-1794

TARGET POPULATION

Minority, female and economically disadvantaged college students.

Number served: 101 Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

- x recruitment
- ___ basic academic skills
- ___ job skills training
- ___ interpersonal and/or life skills
- ___ self concept development
- ___ work attitudes/habits
- ___ motivation
- ___ parent involvement
- x career exploration/awareness
- ___ career counseling
- ___ employability skills
- ___ work experience
- x community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

Provided 10 weeks of career experience in state and local government throughout the State for minority, female and economically disadvantaged college students in order to offer exposure to careers in government. Experience included undercover investigations into consumer rip-offs, analyzing specimens in State Crime Lab and activities involving the preservation of animal species.

Includes funding for 3 staff at 50% time.

EVALUATION/INDICATORS OF SUCCESS

Academic credit is granted to those students who successfully complete the program.

TITLE OF PROGRAM/ACTIVITY Job ACCESS/Other (Administrative)

OPERATING AGENCY/INSTITUTION Metropolitan Atlanta Cooperative Educational Ser. Agcy.
2268 Adams Dr., N.W. Atlanta, GA 30318

CONTACT PERSON Ms. Dorothy Shubert Tel. No. (404)352-2697

TARGET POPULATION

In-School Handicapped Youth age 16-21 (served indirectly)

Number served: 75 Period of time: October 1, 1980 to September 30, 1981

Appropriate descriptors of the program/activity

☐ recruitment
☐ basic academic skills
☐ job skills training
☐ interpersonal and/or life skills
☒ self concept development
☒ work attitudes/habits
☒ motivation
☐ parent involvement
☒ career exploration/awareness
☒ career counseling
☒ employability skills
☐ work experience
☐ community service/learning experience
☐ placement
☐ job development
☐ staff upgrading
☐ interagency coordination
☐ support services

☒ other

curriculum development

PROGRAM/ACTIVITY DESCRIPTION

Development of a model curriculum linking in-school vocational preparation activities to specific occupational skill requirements for the handicapped and demonstration of the effectiveness of Job ACCESS Specialists in advancing students' knowledge about the world of work at 5 high school sites. (This program supplements the activities currently available through Action Centered Career Education for Special Students (ACCESS) a vocational program for handicapped students.)

Includes funding for five (5) Specialists at 50% time and an equivalent of 1.25 administrative positions.

EVALUATION/INDICATORS OF SUCCESS

Anticipated outcome is that handicapped students will be better prepared to enter work force and be aware of a greater number of career avenues available to them.

GEORGIA

TITLE OF PROGRAM/ACTIVITY OIC Focus on Teen Mothers/Services to Participants

OPERATING AGENCY/INSTITUTION Opportunities Industrialization Center of Atlanta
89 Yonge Street Atlanta, GA 30312

CONTACT PERSON Ms. Deborah Richardson-Heard Tel. No. (404)688-8792

TARGET POPULATION

Single parent, disadvantaged, minority youth (Age 16-19)

Number served: 126 Period of time: October 1, 1980 to September 30, 1981

Appropriate descriptors of the program/activity

x recruitment

____ basic academic skills

____ job skills training

x interpersonal and/ or life skills

x self concept development

x work attitudes/ habits

x motivation

____ parent involvement

x career exploration/ awareness

x career counseling

____ employability skills

____ work experience

x community service/ learning experience

____ placement

____ job development

____ staff upgrading

____ interagency coordination

x support services

(see program descrip.)

____ other

PROGRAM/ACTIVITY DESCRIPTION

Provides services necessary to enhance single parents' employability. The program includes group and individual counseling and participation in the vocational exploration component at an OIC facility. Linkages with various community agencies are being established to provide supportive services in areas such as money management, nutritional and physical health, parenting skills, etc.

Includes funding for an equivalent of 8 staff.

EVALUATION/INDICATORS OF SUCCESS

Upon completion participants are expected to return to school or enter a skills training program and have those coping skills necessary to succeed.

TITLE OF PROGRAM/ACTIVITY Project Habilitation
OPERATING AGENCY/INSTITUTION Whitfield County Schools
Dalton, Georgia 30720
CONTACT PERSON Philip L. Gunter Tel. No. (404)694-8451

TARGET POPULATION

Secondary, EMR, MH, LD, Gifted

Number served: 90 Period of time: Each school year

Appropriate descriptors of the program/activity

___ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
___ job development
___ staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

The purpose of this Training/Dissemination Grant is to train educators from various disciplines in the implementation of a Career Education Program for secondary-aged moderately handicapped students enrolled in special education programs in a comprehensive high school setting. The training grant will provide the opportunity to replicate the concept of Whitfield County Public School's Career Education Program for secondary-aged students, Project Habilitation, with appropriate modifications by individual school systems participating in the trainee process.

The major goals of the project include:

1. The development of Career Education Programs for secondary-aged handicapped students in other Georgia school districts outside Whitfield County through participation in structured, high focused, intensive training sessions.
2. The development of Career Education training materials for educators form various disciplines.
3. The development of materials to raise community awareness about the handicapped as employees with a focus on the special training being provided to foster job-specific and job-related skills and competencies.

EVALUATION/INDICATORS OF SUCCESS

Prior to the beginning of Project Habilitation, handicapped students evidenced a greater drop-out potential. As a result of Project Habilitation, handicapped students now have an opportunity to see how some basic academic skills are, indeed, job-related. Now handicapped students in Whitfield County are staying in school.

IDAHO

TITLE OF PROGRAM/ACTIVITY Cross Staff Training

OPERATING AGENCY/INSTITUTION Idaho Manpower Consortium
P.O. Box 35 Boise, ID 83835

CONTACT PERSON Bob Giron Tel. No. (208)334-3739

TARGET POPULATION

Workshops to improve services to all CETA Youth Programs, primarily YETP.

Number served: None directly

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
_x_ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

A series of workshops were held in various locations throughout the state. The goals were: 1) for participants to gain knowledge of YETP Leg. Requirements, 2) to increase rapport between educators and employment staff, 3) participants to have increased interest in entering into CETA-LEA agreements, 4) participants to have increased acceptance of one another's goals in area of career development and 5) to develop outlines for improving CETA/LEA agreements.

Workshops were attended by 122 educators and job service personnel.

EVALUATION/INDICATORS OF SUCCESS

Follow-up was conducted, results were very positive.

TITLE OF PROGRAM/ACTIVITY Idaho Youth Employment Program

OPERATING AGENCY/INSTITUTION Cambridge High School

P.O. Box 38, Cambridge, ID 83610

CONTACT PERSON Kay Wiggins Tel. No. (208)257-3370

TARGET POPULATION

YETP ELIGIBLE

Number served: 60 **Period of time:** 2 years

Appropriate descriptors of the program/activity

- ____recruitment
- ____basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- ____motivation
- ____parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- x job development
- ____staff upgrading
- ____interagency coordination
- ____support services
- ____other

PROGRAM/ACTIVITY DESCRIPTION

The Program serves 4 very rural school districts. One counselor serves the districts and the participants on a roving basis. Counselor has been very effective in developing work sites in the area's communities. The program has field trips to larger labor markets to introduce and acquaint participants with a variety of occupations.

EVALUATION/INDICATORS OF SUCCESS

High placement or program completer rate.

IDAHO

TITLE OF PROGRAM/ACTIVITY Student Store

OPERATING AGENCY/INSTITUTION American Falls School District #381
American Falls, ID 83211

CONTACT PERSON Richard Kugler Tel. No. (208)226-5173

TARGET POPULATION

CETA qualifications

Number served: 24 Period of time: 12 months

Appropriate descriptors of the program/activity

___ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

The American Falls program offers skills training, work experience, counseling, and support services to 24 participants ages 16-21, in or out of school through participation in the Student Store, a school-operated concern which sells arts and craft items on consignment from individuals in the community. The Student Store is a part of the regular curriculum at American Falls High School: participants receive academic credit (2 per semester) for the classroom component and/or may prepare for their GED exam. The students combine classroom training in sales, merchandising, and management techniques with actual operation of the store. In addition, observation of local businesses for further experience have been provided for all students. The purposes of the program are to encourage students to remain in or return to school and to teach them skills in retail store operation. The traditional concepts and activities of distributive education are found in the Student Store program; participants receive skills training in sales, store management, and merchandising and have the opportunity to apply those skills in a work environment.

EVALUATION/INDICATORS OF SUCCESS:

Pretests determine entry for each of the 16 merchandising objectives. Post tests determine 80% or higher mastery.

TITLE OF PROGRAM/ACTIVITY Career Spectrum

OPERATING AGENCY/INSTITUTION Tri-County Industry-Education-Labor Council
Lincoln Hall, IL. Central Col. East Peoria, IL. 61635

CONTACT PERSON Paul B. Musgrove, Executive Director Tel. No. (309)694-6418

TARGET POPULATION

Tri-County area 350,000 population; 80,000 students K-12; 5400 teachers under contract with 39 secondary schools and 154 elementary schools

Appropriate descriptors of the program/activity

____ recruitment
_x_ basic academic skills
____ job skills training
_x_ interpersonal and/or life skills
_x_ self concept development
_x_ work attitudes/habits
____ motivation
_x_ parent involvement
_x_ career exploration/awareness
_x_ career counseling
_x_ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
_x_ staff upgrading
____ interagency coordination
_x_ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Career Spectrum is a computerized career information program designed to provide assistance in the career decision making process. Career choice is an area of special concern to youth, their parents, and the institutions responsible for providing assistance in the career decision making process. One form of assistance has been a counselor facilitated career exploration process in which the student's aptitudes, interests, values, and personality needs are explored through a variety of tests and inventories. This learning experience is conducted either on an individual basis or in a small group setting. The intent is to relate the personal information to information regarding the world of work.

It is at this point where counselors and teachers introduce information about the world of work that is of special concern. This concern is for the usefulness of the career information available and the delivery systems utilized. Career Spectrum serves as an integral part of a comprehensive career exploration program by providing accurate and up-to-date career information.

Career Spectrum consists of nine modules which may be obtained and operated independently or in related programs, as determined by the user.

1. Career Interest Survey
2. National Career Descriptions
3. Military Career Descriptions
4. National Career Forecasts
5. Local Career Forecasts
6. National Four Year College Information
7. Private Vocational-Technical Schools
8. Illinois Central College
9. Financial Aids

ILLINOIS

TITLE OF PROGRAM/ACTIVITY CETA Youth/Black Hawk College Assessment Program

OPERATING AGENCY/INSTITUTION Black Hawk College/Alpha Learning Center
1612 - 4th Street Rock Island, IL 61201

CONTACT PERSON Fred Holman - Coordinator
Alpha Learning Center

Tel. No. (309)794-1072

TARGET POPULATION

14-21 year old youth who are disadvantaged and meet CETA eligibility criterion.

Number served: 40

Period of time: November 10, 1980 to December 19, 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
____ work experience
x community service/learning experience
____ placement
____ job development
____ staff upgrading
x interagency coordination
x support services
____ other
*Testing for job interest and aptitude

PROGRAM/ACTIVITY DESCRIPTION

A two week (50 hours) employability assessment for CETA eligible clients to improve the participants self and occupational awareness. This session helps to identify the weaknesses and strengths of the participants relative to basic competence in pre-employment skills, work maturity, educational level and occupational skills.

Formal Assessment - Providing participants with a battery of tests to gain a clearer understanding of the aptitude and occupational interests each particular client possesses. The following tests are incorporated into the two-week assessment period.

1. Test of Adult Basic Education (TABE)
2. General Aptitude Testing Battery (GATB)
3. Holland Personality Inventory Test. Exploration of additional career responsibilities.
4. Career Information System of Iowa (CISI) further exploration of career responsibilities.
5. Strong - Campbell Vocational Interest Inventory
6. Kuder

Informal Assessment - Identification of personality strengths and possible employment barriers. Increasing confidence and self-concept of participants by sharing of experiences and positive achievements. Utilization of test results to give participants a more realistic view of themselves. Clarification of values about money, work and individual lifestyles. Set realistic goals based on development and personal situations. Pursue a better understanding of risk taking and learn decision making skills.

Both the formal and informal assessment sections are incorporated as a means to provide more avenues to evaluate youth in an assessment environment.

EVALUATION/INDICATORS OF SUCCESS

Although the Youth Assessment Program we provide is still in a developmental stage, a number of the clients (28-36) have been placed in CETA related jobs. Of the eight who did not receive jobs subsidized by CETA, four were able to seek and acquire employment for themselves.

Attendance, another indicator for this period, has been extremely good. The thirty-six clients who have completed the assessment have an average attendance of 47.5 hours of attendance out of a possible 50

TITLE OF PROGRAM/ACTIVITY Division of Rehabilitation Services

OPERATING AGENCY/INSTITUTION Division of Vocational Rehabilitation

660 W. Stephenson Street Freeport, IL 61032

CONTACT PERSON Mr. James Conter Tel. No. (815)233-5904

TARGET POPULATION

This program is designed for Special Education students, 16 years of age or older.

Number served: 3 **Period of time:** 1 year

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
x work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

This program is designed for Special Ed. students to give them work experience on the job. These students are supervised by a boss on-the-job and a supervisor from the school. They are paid an hourly wage and also receive a grade.

EVALUATION/INDICATORS OF SUCCESS

The evaluations are done individually including the boss and the student. This program is very successful because it gives Special Ed. students a chance to experience a working world.

ILLINOIS

TITLE OF PROGRAM/ACTIVITY Experience-Based Education (EBE) for Special Needs Students

OPERATING AGENCY/INSTITUTION High School District 113

1959 N. Waukegan Road Deerfield, IL 60015

CONTACT PERSON Art Newbrough Tel. No. (312)945-5440

TARGET POPULATION --includes jr. & sr. stdts, who exhibit 1 or more of the following characteristics: return or potential drop-outs; performing 2 or more grades below grade level or manifesting low or failing academic/sch. performance; frequently absent from sch./class; tested, staffed and determined to be spe.ed.stdts; not satisfied with the school's traditional curricular offerings.

Number served: 28 **Period of time:** this school year

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ____ work experience
- x community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

The major goal of the program is to provide "special needs" students a curricular alternative in which they can find meaningful success. Secondary goals include student growth in the following areas: self perception, communication skills, self reliance, career planning/awareness, career decision-making and educational independence.

The learning components of the program combine weekly contract learning with a structured community learning experience which occurs four afternoons each week. The fifth day is spent individually with the EBE instructor. At this time the student presents the products of the learning contract from the previous week, work on career and personal feedback exercises and develop with the teacher the learning objectives and activities for the coming week.

The students visit between 3-6 sites in the community during a semester. A learning guide is developed for each site so that the students, as well as the community resource people, have standard, clear expectations of what experiences the students will be having while on the site. The students are not paid for any work they may do while in the community.

Approximately 28 students are enrolled in EBE in District 113. Each student participates in the program three periods a day and receives two or three credits per semester, (two vocational education credits and one elective academic credit in math, science, social studies or English communication). The balance of each student's day incorporates required courses and other electives.

This is a part-time program. The EBE teachers are presently allocated .6 of their contract time to instruct in the EBE program. Their EBE class load is 15-18 students, the great majority of whom are receiving 3 credits per semester. In the coming school year we expect to have a .4 EBE learning coordinator teaching 18 students who will receive 2 credits each semester (18-1 student/teacher ratio).

EVALUATION/INDICATORS OF SUCCESS

The EVE program is evaluated in a number of ways: student achievement and feedback, parent feedback and community resource person feedback.

TITLE OF PROGRAM/ACTIVITY Experience-Based Education (EBE) Program

OPERATING AGENCY/INSTITUTION DeKalb High School
1515 S. Fourth St. DeKalb, IL 60115

CONTACT PERSON William E. Worth, Learning Coordinator Tel. No. (815)758-3474

TARGET POPULATION

Students 16 years of age.

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- __x__ career exploration/awareness
- ____ career counseling
- ____ employability skills
- ____ work experience
- __x__ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

Experience-Based Education (EBE) is a new educational curriculum for DeKalb High School students which blends non-paid community experiences and classroom learning. EBE is an academic based career exploration/orientation program designed to use the community as an extension of the classroom. Students are placed in community resource sites related to their exploration interest where they gain further information about a specific career and learn more about that job or career field by completing an experience-based project, report or special assignment. Experiences and program patterns are developed for the individual to meet his or her specific goals whether they be training for immediate full time employment after high school graduation or preparation for continued education.

The length of time a student stays at a site and the number of visits each week are determined by the community resource person, Learning Coordinator and the student. The role of the Learning Coordinator is to help students plan worthwhile programs and projects to expand their knowledge of a variety of careers. Students will learn to set goals, plan their own activities and use the resources of the entire community.

While on a job site, no student will receive pay; however, students may be employed in the future as a result of their community experience and their development of pre-employment skills.

Students need to be able to schedule a "free" period before or after the EBE class in order to provide for visitation time with the community resources; or arrange a schedule with the Learning Coordinator to provide adequate time for visitations.

ILLINOIS

TITLE OF PROGRAM/ACTIVITY Experienced Based Vocational Education

OPERATING AGENCY/INSTITUTION DeKalb County Special Education Association
DeKalb, IL 60115

CONTACT PERSON Bev Smith/Shannon Dolan Tel. No. (815)758-0687

TARGET POPULATION

Students 21 years of age.

Number served: 65 **Period of time:** September, 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
____ career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
x support services (CETA)
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Experience Based Education is an educational process which offers students an opportunity to maximize independence in education, vocation, and socialization across environments. Career and vocational experiences and activities work hand in hand with a student's total program to offer a most functional and appropriate learning program.

Parents, teachers, vocational staff, community agencies (i.e. DORS, Social Security, Workshops), and community businesses are involved.

The educational process occurs in school, home, community (Orientation sites, Experience sites, Placement options, Related community activities).

It is an ongoing process throughout secondary program. The program emphasis changes as students progress through the program.

Experience Based Education:
- Is a functional approach.
- Promotes active participation/awareness within the community.
- Maximizes the individual's skill development across home, school, and community environments.
- Provides optimal information and feedback to assist in the most appropriate placement decisions.

EVALUATION/INDICATORS OF SUCCESS

Evaluation is done by employers, staff, post-graduate parent questionnaire.

TITLE OF PROGRAM/ACTIVITY Futures Unlimited Alternative School

OPERATING AGENCY/INSTITUTION Regional Office of Education/Macon County CETA
County Building Decatur, IL 62523

CONTACT PERSON Mary Atkins Tel. No. (217)422-1224

TARGET POPULATION

Age 16 up, school drop-outs, many are low income

Number served: 40-50 Period of time: 9 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/ or life skills
x self concept development
x work attitudes/ habits
x motivation
try parent involvement
x career exploration/ awareness
x career counseling
x employability skills
x work experience
____ community service/ learning experience
____ placement
____ job development
x staff upgrading
____ interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goals: make up credit, improve self-concept, return to regular school

Curriculum: courses needed for high school graduation, vocational, Experience Based Education, adult living, life-coping skills

Instructional strategies: after assessment, individual academic objectives are determined for each student. Academic work should be relevant to the student's needs and interests.

Duration: a minimum of a few weeks to a maximum of several months

Learning environment: a store-front type building, structured atmosphere but pleasant

EVALUATION/INDICATORS OF SUCCESS

Success is determined by number of students served, number of students retained, number of credits earned, and number of students successfully returned to home school.

ILLINOIS

TITLE OF PROGRAM/ACTIVITY Infusing Experience Based Education in Illinois

OPERATING AGENCY/INSTITUTION Vocational, Technical and Career Education

Northern Illinois University DeKalb, IL 60115

CONTACT PERSON Art Newbrough Tel. No. (815)753-1305

TARGET POPULATION

Appropriate descriptors of the program/activity

____recruitment

____basic academic skills

____job skills training

____interpersonal and/or life skills

____self concept development

____work attitudes/habits

____motivation

____parent involvement

____career exploration/awareness

____career counseling

____employability skills

____work experience

____community service/learning experience

____placement

____job development

__x__staff upgrading

____interagency coordination

____support services

____other

PROGRAM/ACTIVITY DESCRIPTION

Goals:
(1) To offer awareness sessions on Experience Based Education (EBE)
(2) To offer planning assistance for schools interested in implementing EBE
(3) To train the staff in implementing schools
(4) To offer follow-up technical assistance to implementing schools

Activities:
(1) Awareness sessions offered upon request for local school system or larger heterogeneous associations, during in-service or at conference.
(2) Assisting schools in determining implementation strategies, including staffing patterns, scheduling, program components, resource development, etc.
(3) Typically a 2 or 3 day training program is given to implement any one of 4 district models of EBE.
(4) Follow-up is offered to implementing schools to assist in the final development of smoothly functioning programs. Follow-up occasionally takes the form of training new staff in program strategies.
(5) Handicapped, disadvantaged, gifted, and other special populations are specific targets for the 1980-81 contract year.

TITLE OF PROGRAM/ACTIVITY Labor Market Orientation

OPERATING AGENCY/INSTITUTION Southeastern Illinois Career Center
P.O. Box 37 Flora, IL 62839

CONTACT PERSON Susan Connell Tel. No. (618)662-4476

TARGET POPULATION

Economically disadvantaged youth ages 14-21

Number served: 180 Period of time: 2-3 weeks

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- ___ job skills training
- _x_ interpersonal and/or life skills
- _x_ self concept development
- _x_ work attitudes/habits
- _x_ motivation
- ___ parent involvement
- _x_ career exploration/awareness
- _x_ career counseling
- _x_ employability skills
- ___ work experience
- ___ community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

Basically we worked with the youth on development of positive self-concept, setting career and life goals, career exploration, pre-employment skills, and motivation. This was part of a summer youth program (SPED and YETP).

EVALUATION/INDICATORS OF SUCCESS

We have recently done a follow up study on youth who were in a similar program two years ago. We compared them to youth who were not involved. There seemed to be a difference in several areas. We used a follow up questionnaire and personal interviews.

ILLINOIS

TITLE OF PROGRAM/ACTIVITY Learning and Skills Center (Community Based Organization)

OPERATING AGENCY/INSTITUTION 61 W. Clinton St.
Joliet, IL 60431

CONTACT PERSON Robert Krieger, Director Tel. No. (815)723-7117

TARGET POPULATION

Disadvantaged, unemployed, underemployed, ages 16-21

Number served: 120 **Period of time:** 1 year (50 max. at one time)

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services (Psych. Testing, Referrals, Counseling)
____ other

PROGRAM/ACTIVITY DESCRIPTION

The goals of the Learning and Skills Center are to aid young high school dropouts in regards to the completion of GED requirements.

Work experience, personal counseling, career exploration and job search techniques are also provided in order to upgrade the potential employability of the enrollee.

Upon completion of the program, the individual is aided in the search for employment by staff persons from the Learning and Skills Center.

EVALUATION/INDICATORS OF SUCCESS

The Center is evaluated by the prime CETA Sponsor in terms of the number of participants placed in the private sector of the employment market. Over the past three years the Learning and Skills Center has maintained over 70% job-placement and consistently exceeded Department of Labor goals concerning youth program.

TITLE OF PROGRAM/ACTIVITY LINKAGES in PROGRESS

OPERATING AGENCY/INSTITUTION Madison Co. Regional Supr. of Schools and S.W. Ill Area Planning Commission
203 W. Main St. Collinsville, IL 62234

CONTACT PERSON Barbara Raymond, Project Director Tel. No. (618)344-4250
Mary Stiehl, Project Assistant

TARGET POPULATION

Youth, 14 - 21

Number served: 40 out of school youth **Period of time:** 6 months

Entire area of Madison County CETA and Voc. Ed. served as "linking"

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☒ basic academic skills
- ☒ job skills training
- ☒ interpersonal and/or life skills
- ☒ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☐ career counseling
- ☒ employability skills
- ☒ work experience
- ☒ community service/learning experience
- ☐ placement
- ☒ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION *

The program's overall goal is to promote linkages among education, training and employment systems.

Linkage Step 1 - The two major education/vocational education system and the CETA/training system. Both systems have coordinated efforts to maximize services. These efforts are dynamic and continually changing in response to differing needs and conditions. The Linkages in Progress program is designed to build on these existing accomplishments. By pooling and strengthening these existing resources, the program will achieve the following goal: Strengthening coordination and collaboration between the local education system and the CETA/training system. In order to accomplish this goal, an effective linkages coordination model will be developed. The model will focus on: reducing duplication of effort; eliminating barriers to increased coordination; and sustain the strengths and unique characteristics of the different service areas within the county.

Linkage Step II - To continue the effort, the program will incorporate the needs and requirements of area employers in order to plan for and promote long-term employment opportunities for youth. In order to accomplish this goal, employers' job requirements must be linked with available training and education resources. By providing youth with the skills needed to get jobs and build careers, area employers can be assured that their manpower needs can be filled. In order to accomplish this stage of the program, the following goal will be achieved: Develop a mechanism that links the needs of area employers with education and training programs. This goal will be accomplished by linking the interests and concerns of area employers with the combined efforts of the two education/training systems.

Linkage Step III - The final component is a pilot program to implement and evaluate an alternative training service for CETA-eligible youth. The pilot project will test the feasibility of developing positive attitudes toward work and education with participants who have not been able to adjust to the typical educational setting. Training sessions will be held at local business sites. Groups of four participants and one instructor will provide the basis for the intense 180-hour skills development program.

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ILLINOIS

TITLE OF PROGRAM/ACTIVITY Pre-Employment and Placement Program

OPERATING AGENCY/INSTITUTION Western Will County Education Consortium
201 E. Jefferson Street Joliet, IL 60432

CONTACT PERSON Elaine De Pasquale, Director Tel. No. (815)727-6702

TARGET POPULATION

Economically disadvantaged, usually between 14 and 17 years of age, Caucasians, Black, and Hispanics, in school youth.

Number served: 201 **Period of time:** 12 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The goal of the project is to provide economically disadvantaged high school youth with career decision-making and pre-employment skills and work experience that will allow them to obtain and successfully hold unsubsidized jobs or enter post high school training programs.

Program objectives:

1) to utilize the services of the Vocational Assessment Center that provides individuals with vocational assessment in which the needs, interests, abilities, aptitudes, and skills of each PREP student are evaluated.
2) to utilize a competency based system in which each student is provided a list of specific tasks or competencies he/she is expected to attain during each phase of the PREP Program.
3) to provide PREP students with unsubsidized work experience which emphasizes on-the-job training in business and industry.

Planned program:

Students will be enrolled in PREP during their free time so that there will be little or no conflict with existing educational programs. Students will receive an allowance and/or wage for successful completion or attainment of specific competencies during each phase of the program. Students will not receive credit and a wage simultaneously. There are four phases of the program.

Phase 1 - Students Assessment and Career Development - 45 hours
Phase 2 - Pre-employment Training - 45 hours
Phase 3 - Sheltered Employment - 60 hours
Phase 4 - Unsubsidized Employment

EVALUATION/INDICATORS OF SUCCESS

Feedback from counselors, parents and teachers; difference and improvement in scores from pre and post inventory testing; attitudinal differences and an improved sense of responsibility as well as an increase in self-confidence are observed. The curriculum is competency based, therefore attaining competencies is a reflection of success of the program.

TITLE OF PROGRAM/ACTIVITY Project Prepare

OPERATING AGENCY/INSTITUTION Chicago City-Wide College
185 North Wabash Avenue Chicago, IL 60601

CONTACT PERSON Clifford D. Fields Tel. No. (312)977-2556

TARGET POPULATION

Educational Drop-outs (16-25 years old)

Number served: 63 **Period of time:** 3 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
___ work experience
___ community service/learning experience
x placement
___ job development
x staff upgrading
x interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Project PREPARE develops reading and math skills, vocational skills, and work attitudes of students who are educational drop-outs (16-25 years old). An assessment of each student is made based on the Comprehensive Occupational Training Systems and the Career Planning Program. After assessment, students visit worksites for reality orientation. Counseling interviews continue throughout the project while group sessions focus on resumes, interviewing, employability attitudes, and other skills required in finding and keeping a job. Those students needing the General Education Diploma (GED) are placed in control groups to determine whether the pre-GED classes or the Adult Performance Level (APL) curriculum materials are more appropriate. At the conclusion of the project, a certificate of employability listing the job competencies held is issued to the participant.

Linkages Include: Mayor's Office Employment and Training (CETA)

EVALUATION/INDICATORS OF SUCCESS

63 clents were recruited, (a) 15 enrolled in college classes and GED, (b) 12 GED, (c) 10 enrolled in Early School Leavers Program, (d) 9 placed in vocational programs, (e) 3 placed in jobs. Pre and post test scores indicated an average of six months to one year's progress in reading and math.

ILLINOIS

TITLE OF PROGRAM/ACTIVITY Summer Career Education Program for Rural Youth

OPERATING AGENCY/INSTITUTION Carroll-Jo Daviess Ed. Service Coop, Courthouse
Mt. Carroll, IL 61053

CONTACT PERSON Ed Brog Tel. No. (815)858-2316

TARGET POPULATION

Rural youth, handicapped youth, status offenders ages 14-17

Number served: 42 Period of time: June-July-August

Appropriate descriptors of the program/activity

- x recruitment
- basic academic skills
- x job skills training
- x interpersonal and/or life skills
- self concept development
- x work attitudes/habits
- x motivation
- parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- work experience
- community service/learning experience
- placement
- job development
- staff upgrading
- x interagency coordination
- x support services
- other

PROGRAM/ACTIVITY DESCRIPTION

Goal: deliver career exploration experiences from 6 clusters to approx. 30 rural youth. Activities: classroom: floral arranging, safe use of gas power lawn equipment, build a storage shed, dis-assemble and assemble a lawn mower engine, silk screen a T-shirt, first aid practices/applications, isometric drawings.
Support activities: transportation, food services (hot lunch) outreach and intake, individual group and family counseling, interest in aptitude inventory, use of computerized guidance program. Instructional strategies: participating students were given an orientation in the various careers in the cluster, terminology, tools and equipment used. Presentations were demonstration and laboratory application with a minimum of textbook and lecture activity.
Duration: 4 hrs/day, 5 days a week for 6 wks. mid-June to early August 1980.
Learning environment: Area Vocational Center in rural Northwestern Illinois. The building provides a technical hihg school setting.
Staffing: Project director, certified teacher in each career cluster, certified special education instructor, guidance counselor, social worker, clerical assistant.

EVALUATION/INDICATORS OF SUCCESS

Goal was divided into 9 objectives, stated in behavioral terms with evaluation criteria to measure accomplishment. One objective was delayed at the request of funding agency, the other eight were achieved. Project enrollment was 30 participants actually served 42. A.V.C. included program in one and five year plan for current school year and curriculum has been approved by Illinois Office of Education for credit.

TITLE OF PROGRAM/ACTIVITY "Upgrading Basic Skills of CETA Clients"

OPERATING AGENCY/INSTITUTION Cairo-Egyptian Adult Center
1615 Commercial Avenue Cairo, IL 62914

CONTACT PERSON Duane Webb, Director Tel. No. (618)734-4212

TARGET POPULATION

Number served: 30 **Period of time:** 8 weeks

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
____ career exploration/awareness
x career counseling
____ employability skills
____ work experience
x community service/learning experience
____ placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Students met for eight weeks, 5 days per week, 6 hours per day. Each day one-half of the time was spent on a field trip visiting community agencies and gathering materials to use in the classroom. The other half day was spent in the classroom increasing math and language skills with materials gathered on the field trips. Life-coping skills were thus increased also.

Goals of the project were: 1) Design an individual learning plan for each student, 2) Promote understanding structure of community services, 3) Promote an awareness of the cost of living, 4) Promote an understanding of the use of money, 5) Promote an awareness of the cost of an automobile, 6) Maintain attendance at 90% or better, 7) Promote an awareness of the methods and procedures of job hunting.

All objectives were met. Attendance averaged better than 95%; students responded that they felt that class activity was meaningful. Every student showed improvement with an average gain of one-half year in language and a slightly over one full year's gain in math.

Besides the above objectives being met, the cooperation of the Shawnee Consortium CETA staff, the local public school district staff and administration, the community, and the Adult Center staff was behond expectation. This cooperation cannot be measured on paper.

INDIANA

TITLE OF PROGRAM/ACTIVITY Vocational Assessment of Special Needs Clients: to determine training or job placement

OPERATING AGENCY/INSTITUTION Stephenson Area Career Center
Pearl City Road, Freeport, IL 61032

CONTACT PERSON William J. Meier Tel. No. (815)235-8025

TARGET POPULATION

Special Needs youth, in and out of school ages 16-19 and adults enrolled under Title IIB of CETA plus Summer CETA youth ages 14-15 in SYEP.

Number served: 50 Period of time: July 1, 1980 to December 31, 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
__x__ career exploration/awareness
__x__ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
__x__ job development
____ staff upgrading
__x__ interagency coordination
____ Education/CETA support services
__x__ other Lead to skill training

PROGRAM/ACTIVITY DESCRIPTION

- Utilize vocational evaluation to provide assessment and recommendations for the Special Needs population in the formation of appropriate vocational plans for the target population as indicated above

- Utilization of existing SACC summer and regular programs of task analysis competency-based performance curriculum for additional client career exposure and evaluation

- Provide vocational testing at sites other than the Center within the greater SACC serving areas.

EVALUATION/INDICATORS OF SUCCESS

- Written Vocational Plans for referred clients
- Development of mobil Vocational Assessment Model
- Developed comparison statistics of the validity of vocational assessment in developing job placement and/or vocational training plans.

INDIANA

TITLE OF PROGRAM/ACTIVITY Greater Lafayette Area Special Services (GLASS)

OPERATING AGENCY/INSTITUTION Tippecanoe County Department of Career Development

20 North 3rd Street Lafayette, IN 47901

CONTACT PERSON Bob Brelsford Tel. No. (317)423-9201

TARGET POPULATION

Handicapped youth (ages 15-19)

Number served: 10 Period of time: 1 year - 1980-81

Appropriate descriptors of the program/activity

____recruitment

____basic academic skills

____job skills training

____interpersonal and/or life skills

_x_ self concept development

_x_ work attitudes/habits

____motivation

____parent involvement

____career exploration/awareness

____career counseling

_x_ employability skills

_x_ work experience

____community service/learning experience

____placement

____job development

____staff upgrading

____interagency coordination

____support services

____other

PROGRAM/ACTIVITY DESCRIPTION *

The handicapped Pre-Vocational Education (PVE) students receive high school credit for Work Experience 1 and 2 (in-school work) and Work Experience 3 and 4 (community work).

Goals: To encourage students to remain in school, and encourage students to develop appropriate work attitudes.

Staff: Coordinator; supervisors (certified teachers or service and clerical personnel in the employ of the schools).

Learning environment: Students enrolled in Work Experience 1 and 2 are provided work-training stations according to the interests of the student and the availability of a supervisor. All training stations are within the public schools and include kitchen, custodial, stockroom library, grounds, laundry, and teacher aide. Students are supervised by the regular staff, and the PVE coordinator assists these supervisors and evaluates the student's progress. Students work between 5-10 hours per week depending on their Individual Educational Plan (1-2 years).

When a student is able to secure employment in the private sector of the community (Work Experience 3 and 4), the students will be dropped from Work Experience 1 and 2. Students are encouraged to progress to Work Experience 3 and 4 by allowing them to be released from school to go to their employment, allowing them to work more hours per week, and by increasing credit to two per semester.

Course: Career exploration, applications, interviews, taxes, social security, problems on the job, banking, etc. All students must take at least 1 year of this course.

EVALUATION/INDICATORS OF SUCCESS

The dropout rate shows a decrease from 21% in 78-79 to 7% in 80-81. 60% employed in private sector, 30% enrolled in subsidized work in 80-81.

INDIANA

TITLE OF PROGRAM/ACTIVITY Little Calumet River/Borman Expressway Environmental Improvement Project

OPERATING AGENCY/INSTITUTION Hammond CETA
5947 Hohman Ave. Hammond, IN 46320

CONTACT PERSON Chris Klott Tel. No. (219)931-1021

TARGET POPULATION

Youth 14 - 21

Number served: 120 Period of time: Summer 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
____self concept development
____work attitudes/habits
____motivation
____parent involvement
__x__career exploration/awareness
____career counseling
____employability skills
__x__work experience
__x__community service/learning experience
____placement
____job development
____staff upgrading
__x__interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION *

This Indiana State funded program (supervised by Hammond CETA) was designed to give 100 youths, aged 14 - 21, training and work experience. The young workers' training and work experience involved the cleaning of the Little Calumet River from the Illinois State Line to Kennedy Avenue in Hammond. Secondly, the young workers cleaned vacant land along the Hammond portion of the Borman Expressway, planting 18,000 tree seedlings near the Borman Expressway area; and thirdly, providing an environmental career training component in cooperation with Purdue University.

As intended, all goals were met; the participants performed remarkably. The goals were met principally because of the genuine interest, leadership, and supervision given by the participants' immediate supervisors, the team leaders.

This is an excellent application of a management system that achieved its goal. The utilization of the group-work technique, and group processes gave the team leader an opportunity to foster positive peer group pressure. The team leaders were counselors, disciplinarians, and supervisors. Their method of leadership convinced all participants to report to work on time, respect their supervisor, and undertake their duties as a worthwhile task.

EVALUATION/INDICATORS OF SUCCESS

Attendance, attitudes, awareness, and coverage.

TITLE OF PROGRAM/ACTIVITY Pre-Employment Training

OPERATING AGENCY/INSTITUTION Waterloo Chamber of Commerce
229 West 5th Waterloo, IA 50703

CONTACT PERSON Diane Cheville Tel. No. (319)233-8431

TARGET POPULATION

16-21 economically disadvantaged

Number served: 77 Period of time: 2 years

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
x employability skills
____ work experience
x community service/learning experience
____ placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

In consultation with area businesses, an eight-week training course was developed to provide youth with basic entry level skills and academic credentials for a machinist's position. In FY'79, all youth who graduated from the course were placed in full-time positions. In FY'80, the downturn in the economy reduced the number of youth who were placed in full-time employment, but still accomplished overwhelmingly positive results.

The project is staffed with one coordinator and 3 part-time instructors. Area business and schools provide the necessary heavy machines and assist in the curriculum development.

EVALUATION/INDICATORS OF SUCCESS

Of the 77 youth served, 29 entered full-time employment with an average hourly wage of approximately $7.00, 32 were other positive terminations and only 16 negative terminations.

KENTUCKY

TITLE OF PROGRAM/ACTIVITY Battered Women

OPERATING AGENCY/INSTITUTION N. Campbell County Vo-Tech School
Campbell Road Highland Heights, KY 41076

CONTACT PERSON Dr. Earl Wittrock Tel. No. (606)441-2010

TARGET POPULATION

Number served: 8-10 per Semester Period of time: Academic Year

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
x support services Counseling
____ other

PROGRAM/ACTIVITY DESCRIPTION

This project is designed to provide support services in conjunction with other community agencies (Crisis Center, etc.) for "Battered Women." All students are enrolled in regular programs and receive whatever specialized services are needed on an individual basis. These services include assistance in housing, legal advice and counsel, personal/social counseling, financial aid, and career counseling.

EVALUATION/INDICATORS OF SUCCESS

This is the first year of the program, consequently evaluative data are yet to be generated.

TITLE OF PROGRAM/ACTIVITY Deaf Program

OPERATING AGENCY/INSTITUTION Northern KY State Vo-Tech School
Amsterdam Road Covington, KY 41011

CONTACT PERSON Mrs. Dale Meyer Tel. No. (606)292-2751

TARGET POPULATION

Number served: 5-10/yr. average Period of time: Academic Year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
self concept development
x work attitudes/habits
motivation
parent involvement
career exploration/awareness
x career counseling
x employability skills
x work experience
community service/learning experience
x placement
job development
x staff upgrading
interagency coordination
x support services Counseling
other

PROGRAM/ACTIVITY DESCRIPTION

This program is essentially a support service for deaf and hard-of-hearing students who are enrolled in regular vocational programs. The interpreter in the program serves to aid the students in all needs as well as in teaching signing to staff and students interested.

EVALUATION/INDICATORS OF SUCCESS

Success is based on completion of the Regular Vocational Training Program - all completers to date have finished their programs and entered gainful employment.

KENTUCKY

TITLE OF PROGRAM/ACTIVITY In-School Employment Training for Secondary Spec. Ed. Students

OPERATING AGENCY/INSTITUTION Hopkins County School System

L.R.C. - 208 N. Kentucky Madisonville, KY 42431

CONTACT PERSON Malinda S. Tomaro Tel. No. (502)825-1286

TARGET POPULATION

Secondary Handicapped (EMH) 15-21 years of age

Number served: Approximately 145 Period of time: 3 1/2 years

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services speech therapy, hygiene
x other Elective Credit

PROGRAM/ACTIVITY DESCRIPTION

Eligibility for funding through CETA for an In-School Youth Employment Program was discussed at a Pennyrile Area Development District meeting, and an inventory of the economic situation of Hopkins County's secondary level handicapped student revealed that forty of these students would qualify for the program. Through the CETA funding source a special education-career education program could be developed and implemented.

The Hopkins County In-School Employment Program is a project designed to provide school-based and community-based employment training for secondary level mentally handicapped students via functional classroom instruction and related support services, most important of which is the job-search and placement for graduating seniors.

The specific objectives of the program are: 1) to improve attendance during secondary school years; 2) to encourage completion of the high school requirements necessary for graduation; 3) to aid in the transition from school to work; 4) to teach personal skills relating to job-seeking and job-holding.

The students involved are determined to be secondary level handicapped youth. This determination is made by the School Based Admissions and Release Committee in accordance with State Regulations and Public Law 94-142.

EVALUATION/INDICATORS OF SUCCESS

This program, since 1977-1978 has: 1) reduced absenteeism by 5.99%; 2) reduced the drop-out rate from 56% to 9%, with no drop-outs from 1979-80; 3) increased the number of graduates from 12% to 64% with increasing enrollment; and 4) increased the employment rate of the graduates from 8% to 46%.

The program now encompasses a four-year plan of elective credits for these students. At present it is implemented to serve 48 Hopkins County youths, who earn federal minimum wage for work performed on campus and in private sector job sites. Funding provides for a staff consisting of a full-time coordinator, a career education instructor, secretary, and operates on a total reimbursement yearly budget.

TITLE OF PROGRAM/ACTIVITY Project Careers

OPERATING AGENCY/INSTITUTION N. KY State Vo-Tech School
Amsterdam Road Covington, KY 41011

CONTACT PERSON Mrs. Dale Meyer Tel. No. (606)292-2751

TARGET POPULATION

Number served: 20-25/Semester Period of time: Academic Year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
___ self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
___ work experience
___ community service/learning experience
x placement
x job development
___ staff upgrading
x interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

This project is designed for EMH/LD adults (age 16 up). Phase I includes extensive career counseling, assessment, planning and career exploration. Phase II includes continued academic training and mainstreaming, based on IEP's (Individual Education Plans), in regular vocational programs. Resource/support activities include trade-related information help, math and reading help, alternative teaching strategies (tapes, verbal testing, etc.) in cooperation with the trade teacher.

EVALUATION/INDICATORS OF SUCCESS

Academic and shop-related performance evaluations support the program to date. Job success data not yet available.

KENTUCKY

TITLE OF PROGRAM/ACTIVITY Project Change

OPERATING AGENCY/INSTITUTION N. KY State Vo-Tech School
Amsterdam Road Covington, KY 41011

CONTACT PERSON Mrs. Dale Meyer Tel. No. (606)292-2751

TARGET POPULATION

Number served: 45-50/yr. Average Period of time: Academic Year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
x staff upgrading
x interagency coordination
x support services Counseling
____ other

PROGRAM/ACTIVITY DESCRIPTION

Project Change is designed to serve the emotionally disturbed student, in basically isolated settings. Training is aimed toward behavior change, occupational preparation and general academic skills. Targets for the students include preparation for subsequent mainstreaming into regular vocational programs, and eventual entry into the job market. Support services include regularly scheduled counseling, phychological and/or psychiatric services, G.E.D. training, and socialization training.

EVALUATION/INDICATORS OF SUCCESS

Previous enrollees - 73% moved into regular training; 12% entered work from program; 81% attained G.E.S; other indicators support evaluation, too.

TITLE OF PROGRAM/ACTIVITY Project Link

OPERATING AGENCY/INSTITUTION Kenton County Area Vocational Education Center
3234 Turkeyfoot Road Edgewood, KY 41017

CONTACT PERSON Mrs. Sheri Raleigh Tel. No. (606)341-2266

TARGET POPULATION

Number served: 25-30/yr. average Period of time: Academic Year

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- ____ self concept development
- x work attitudes/habits
- ____ motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ____ community service/learning experience
- x placement
- ____ job development
- x staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

This project is designed to provide support to the mainstreaming of EMH/LD students into regular vocational programs, on the secondary level. Students participating are enrolled based on a very specific IEP (Individual Education Plans) which covers vocational aspects at the Vocational School and general education aspects at the home high school. Resource/support activities include trade-related information help, math and reading help, alternative teaching strategies (tapes, verbal testing, etc.) in cooperation with the trade teacher.

EVALUATION/INDICATORS OF SUCCESS

Academic and shop-related performance evaluations support the program to date. Job success data not yet available.

KENTUCKY

TITLE OF PROGRAM/ACTIVITY State Demonstration Model Word Processing Education/ Service Center

OPERATING AGENCY/INSTITUTION Murray State University
Murray, KY 42071

CONTACT PERSON Dr. Patsy Nichols Tel. No. (502)762-4185

TARGET POPULATION

Entry level Word Processing employees

Number served: 20 per semester Period of time: Each semester a new group begins training.

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
x staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goals:

1) To prepare students to work in a modern office effectively utilizing the concepts of the word processing/administrative support system of the office organization.
2) To train students in the operation of automatic magnetic media typewriting and reproduction equipment.
3) To provide selected service activities for Murray State University.

EVALUATION/INDICATORS OF SUCCESS

Since the program has been implemented to assist students in attaining employability skills, it is believed that the greatest evaluation would be whether or not students deserving employment are placed at the culmination of the learning program. The fact is that students are even sought before they have completed this learning experience. One student was recently placed at Union Carbide making $1,000 a month. The requests for referrals mount up to quite a number by the semester's end.

TITLE OF PROGRAM/ACTIVITY Vocational Outreach Services

OPERATING AGENCY/INSTITUTION Hopkins County School System/Bureau for Voc. Ed.
537 W. Arch Street Madisonville, KY 42431

CONTACT PERSON Linda Q. Zellich Tel. No. (502)821-4914

TARGET POPULATION

Number served: 15 Period of time: August 1980 - October 1980

Appropriate descriptors of the program/activity

- recruitment
- basic academic skills
- x job skills training
- interpersonal and/or life skills
- x self concept development
- work attitudes/habits
- motivation
- parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- work experience
- community service/learning experience
- placement
- job development
- staff upgrading
- interagency coordination
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION *

Objectives:

1) To identify disadvantaged students, potential drop-outs, drop-outs, displaced homemakers, welfare recipients and low income individuals.
2) Identify the needs of this population so as to facilitate continuing their educational/vocational training or to implement their re-enrollment in an educational setting.
3) Increase the target population's awareness for the need of continued educational/vocational training and expose them to programs in which they are interested and capable.
4) Implement strategies which will assist these target audience to remain in their educational/vocational setting or to re-enter an educational/vocational setting with the ultimate goal being job placement upon completion of the program.
5) Implement and assist in facilitating better coordination and communication between secondary counselors and vocational counselors.

Procedures:

1) Develop a systematic method of identifying disadvantaged students, potential dropouts, drop-outs, displaced homemakers, welfare recipients and low income individuals.
2) Personal contact would be established with each potential candidate for the program. A personal needs assessment would be completed as well as an interest inventory.
3) Creation of an office or a center to receive potential applicants. This would serve as a setting from which to provide individual educational/vocational counseling, information and referral services and eventual employment counseling. The purpose being to place the applicant in the appropriate educational or vocational training program after completion.
4) Development of materials on vocational training and innovative strategies to be used for appropriate placement in vocational/educational programs.

EVALUATION/INDICATORS OF SUCCESS

The success of such a program could be evaluated in two different ways. First, the actual success of strategy implementation would be determined by the number of individuals in the programs and their progress. Additional evaluation could be obtained from the instructors and counselors participating in the program.

KENTUCKY

TITLE OF PROGRAM/ACTIVITY Vocational Preparation for the Adult Handicapped

OPERATING AGENCY/INSTITUTION N. KY State Vo-Tech School
Amsterdam Road Covington, KY 41011

CONTACT PERSON Mrs. Marcia Engleman Tel. No. (606)292-2700

TARGET POPULATION

Number served: 5-10/yr. Average Period of time: Academic Year

Appropriate descriptors of the program/activity

- _x_ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- _x_ career exploration/awareness
- _x_ career counseling
- ____ employability skills
- ____ work experience
- ____ community service/learning experience
- _x_ placement
- ____ job development
- ____ staff upgrading
- _x_ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

This project is designed for assessment of multiple handicapped adults. Assessment includes academic, basic skill, psychological and mental observation, job sampling, histories, and training and employment potentials.

Recommendations for placement/referral follow the assessment period and are targetted on all available community resources rather than just vocational education resources.

EVALUATION/INDICATORS OF SUCCESS

The program has just become operational and evaluative data are not yet available.

LOUISIANA

TITLE OF PROGRAM/ACTIVITY Pounding the Pavement: Employment Linking Skills

OPERATING AGENCY/INSTITUTION School of Vocational Ed., LA State University
Baton Rouge, LA 70803

CONTACT PERSON Charles W. Smith Tel. No. (504)388-5748

TARGET POPULATION

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Self contained, multi-media package:

7 instructional modules
6 filmstrips and cassette tapes
60 transparencies
1 student handbook

Field tested with over 30 teachers and counselors and revised, based on their recommendations.

MAINE

TITLE OF PROGRAM/ACTIVITY Benchmarking

OPERATING AGENCY/INSTITUTION Penobscot Consortium/Wm. Cantrell, Youth Specialist
377 Main Avenue Bangor, ME 04401

CONTACT PERSON William Cantrell Tel. No. (207)945-9431
Geeta Balakrishnan

TARGET POPULATION

CETA eligible youth/in-school/16-21

Number served: 150-200 Period of time: on-going through June 1981

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Development of performance standards and benchmarking as defined by DOL through CYEP program in three counties, and test site for CBE focused CETA/LEA coordination. Involves CETA/Education staff in-service training standardization of LEA agreements and academic credit standards, community review panels, needs assessments, extensive local, state, and regional linkage, evaluation and dissemination provisions.

EVALUATION/INDICATORS OF SUCCESS

Independent 3rd party evaluation by sub-contract.

129

MAINE

TITLE OF PROGRAM/ACTIVITY Calais Drop-out Prevention Program

OPERATING AGENCY/INSTITUTION Calais High School

River Road Calais, ME 04619

CONTACT PERSON Lance Shope Tel. No. (207)454-2591

TARGET POPULATION

Age 14-17

Number served: 17 Period of time: 8 months

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- ____ employability skills
- x work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- x support services
  Developing video cassette library on
- ____ other careers

PROGRAM/ACTIVITY DESCRIPTION

Goal:

1) Create awareness of importance of school as related to work for participants.
2) Provide them with work experience and career education classes.

Class Materials - Getting 'The Self Directed Search' by John Holland, 'A Self Appraisal Skills Workbook' by Helms and Shinkel, 'Making a Life...Making a Living' by Helms and Miller. One instructor, 3 days a week during Fall, Sept. 4 - Dec. 23, 40 min. classes. Summer, 2 hrs. a day, 5 days a week. Classes at high school.

EVALUATION/INDICATORS OF SUCCESS

Have seen more positive attitude in participants. No participants have dropped out and have had two who were planning to drop, decide to stay in school. Have not yet decided on type of post program evaluation.

MAINE

TITLE OF PROGRAM/ACTIVITY Cumberland County Career Guidance Program

OPERATING AGENCY/INSTITUTION Cumberland County CETA & South Portland School System

107 Elm Street Portland, ME 04101

CONTACT PERSON CETA: John Fitzsimmons Tel. No. (207)755-5891

Schools: George MacLeod 130 Westcott Rd. Portland, ME 04101 (207)744-5620

TARGET POPULATION

16% seniors, 34% juniors, 29% sophomores, 12% freshman, and 9% others.

Number served: 700 Period of time: School year 79-80

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The transitional Services Program is a one semester course (minimum 3 classes/week) in 18 high schools in Cumberland County, Maine. These schools include a juvenile correctional facility and the state's minimum security prison. All schools grant academic credit for the course whose major components consist of:

-- self awareness, decision making, goal setting
-- career exploration through job shadows, field trips, speakers, written material and the GIS computerized occupational information
-- labor market and training opportunities information
-- job seeking skills, i.e. interviewing, application and resume writing, etc.
-- job success skills, i.e. work attitude, getting along with others, personal money management, labor laws, etc.

Classes are kept small, usually 12 or under, in order to maximize individual counseling to the targeted disadvantaged students.

Goal: To help students bridge the gap from school to the world of work so that they become happier, more productive workers with an improved work attitude.

Staff: 18 instructors, a curriculum coordinator, a resource development coordinator, assistant director, a part-time secretary, and a part-time director.

EVALUATION/INDICATORS OF SUCCESS

95% of all participating youth completed the program.
88% established a tentative career goal.
85% became adequately equipped with job getting skills.
93% achieved greater self awareness
604 students went on 877 job shadows.

TITLE OF PROGRAM/ACTIVITY Cumberland County Career Guidance Program In-School Transitional Services

OPERATING AGENCY/INSTITUTION South Portland School Dept.
130 Wescott Road South Portland, ME 04106

CONTACT PERSON Trudy Chenell McNulty, Asst. Director Tel. No. (207)774-4421

TARGET POPULATION

high school youth

Number served: 1719 plus approx. 520 in the fall semester 1980

Period of time: Jan. 1978 to June 1980

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
we try parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement--limited
____ job development
x staff upgrading
x interagency coordination
____ support services
x other: job shadowing
x goal setting
x decision making

PROGRAM/ACTIVITY DESCRIPTION *

The Transitional Services Program is a one semester course (minimum 3 classes/week) in 18 high schools in Cumberland County, Maine. These schools include a juvenile correctional facility and the state's minimum security prison. All schools grant academic credit for the course whose major components consist of:

-- self awareness, decision making, goal setting
-- career exploration through job shadows, field trips, speakers, written material and the GIS computerized occupational information
-- labor market and training opportunities information
-- job seeking skills, i.e. interviewing, application and resume writing, etc.
-- job success skills, i.e. work attitude, getting along with others, personal money management, labor laws, etc.

Classes are kept small, usually 12 or under, in order to maximize individual counseling to the targeted, disadvantaged students that we serve. The goal is to help students bridge the gap from school to the world of work so that they become happier, more productive workers with an improved work attitude. Services were contracted for 700 students per year with a staff of 15 instructors, a curriculum coordinator, a resource development coordinator, assistant director, a part-time secretary and a part-time director. Although the program and staff are outside the direct control of individual school districts, each school principal participates in the choice of staff and the staff abides by the rules of that school. Schools are kept informed of any changes that could affect them. Special services are provided to offenders, handicapped and special education students to help them with realistic career choices.

EVALUATION/INDICATORS OF SUCCESS

Assessment and evaluation is conducted by students, program staff, the business community and CETA staff. Students complete pre and post tests and student evaluations. Program staff furnish monthly, quarterly and semester statistical reports. Business people who were job shadowed fill out a consultant evaluation. CETA's monitoring and evaluative staff, in cooperation with the program staff, measures the contract objectives.

-High job placement in unsubsidized jobs
-High program completion rates
-42% increase in tested knowledge

MAINE

TITLE OF PROGRAM/ACTIVITY Migratory/SYEP (ACAP) Summer Program

OPERATING AGENCY/INSTITUTION Northern Maine Vocational Technical Institute
33 Edgemont Drive Presque Isle, ME 04769

CONTACT PERSON Seth W. Gilman II Tel. No. (207)769-2561

TARGET POPULATION

Disadvantaged migratory students

Number served: 89 Period of time: June 16, 1980 to August 8, 1980

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- ____ employability skills
- x work experience
- x community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- x interagency coordination
- x support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

The purpose is to provide disadvantaged migratory students with the opportunity to develop self-esteem, self-direction, and some vocational education while being able to experience the realism of earning income and the responsibility of being employed.

Objectives:

1) For all students to attain a job related skill from classroom and hands-on experiences.
2) To attain a significant amount of information related to the academic portion of the program so as to ascertain a Carnegie Unit within the high school academic requirements.
3) For all students to attain through work experience, the ethics necessary to survive in the "World of Work."
4) For all students to attain the responsibility of self-direction through competencies developed in the work experience and the group dynamics within the academic experiences.
5) For all students to attain the elements necessary for self-esteem through the positive reinforcement system utilized by participants, staff, and their social environment within the program.
6) For all students to attain the skills necessary for realistic self-assessment through utilization of the Northwest Career Education Model.

The program is offered at 3 sites: NMVTI Campus and ACAP Day Care Center in Presque Isle; SAVE (Region II) in Houlton; Van Buren (Region I) Community Center.

EVALUATION/INDICATORS OF SUCCESS

Students were evaluated by projects completed for the psychomotor domain, and tested on theory for the cognitive domain. The effective domain was evaluated by their continuance in educational programs and their desire for additional training and assistance in career development. Of this year's group, four went on to pursue post-secondary education and 16 potential dropouts are still presently attending school.

TITLE OF PROGRAM/ACTIVITY Work Orientation Lab

OPERATING AGENCY/INSTITUTION Waterville Regional Vocational Center
Waterville, ME 04901

CONTACT PERSON Paul Olson Tel. No. (207)873-2751 Ext. 34

TARGET POPULATION

Juniors and seniors in high school-handicapped and disadvantaged

Number served: 32 Period of time: 2 years

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION *

The Work Orientation Lab is a two-year program for juniors and seniors to help prepare them for the world of work. The program is designed to assess the student's abilities and attitudes towards work and to provide on-the-job training to help them acquire these skills. On-the-job training may take place in various locations--in the classroom, in other school settings, or in the community--depending on the student's interests and abilities.

The Work Orientation Lab program at the Waterville Regional Vocational Center teaches basic work skills and work attitudes. The course also provides on-the-job training so students may explore various occupations and at the same time develop acceptable work skills and behaviors.

Our program is designed in two parts. Our class is a simulated work (job) experience where we teach attitudes and skills. When a student is ready we place him in the community on a job experience. There are two teachers, one in class and one in the field. The students have daily contact with classroom teacher and the job site supervisor sees each trainee at least once a week on their training site.

The goal of the program is employment or further training upon graduation.

EVALUATION/INDICATORS OF SUCCESS

Job placement success of graduating seniors is our most valuable and concrete source of the success of our program. Also, the related experience of the training to the job secured is evaluated. We had 92% placement of our graduating seniors and all had a direct placement related to learned work experience skills and attitudes while in our program.

MARYLAND

TITLE OF PROGRAM/ACTIVITY Adult Learning Center

OPERATING AGENCY/INSTITUTION Mayor's Office of Manpower Resources
701 St. Paul Street Baltimore, MD 21202

CONTACT PERSON Stephen Kaiser, PIO Tel. No. (301)396-5586

TARGET POPULATION

Unemployed, economically disadvantaged and adults age 16 and up with below 8th grade literacy levels.

Number served: 180 at any given time Period of time: self-paced

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
x community service/learning experience
____ placement
x job development
x staff upgrading
x interagency coordination
x support services
Referral assistance, e.g., Medical, Housing problems
____ other

PROGRAM/ACTIVITY DESCRIPTION

The Adult Learning Center is a computer-based Learning Program offering basic skill education and upgrading for individuals who have been out of a learning environment anywhere from 2-15 years. The 3-9 month, self-paced program prepares students for permanent employment or training and can raise literacy levels from 4th grade to GED.

A staff of 17 administers the 3 components of the program:

1) secretarial science training;
2) upgrading of math, reading, language and social science skills;
3) completion of high school education for young dropouts. One to two hours is spent each visit with instructor, one to two hours on computer.

EVALUATION/INDICATORS OF SUCCESS

Success is determined by number of completions and time frame for completions, plus grade levels advanced.

More than 250 clients have successfully completed the Plato Basic Skills Program since it opened in 1978. Of those, 25 have gone on to receive GED's (High school equivalency certificates).

TITLE OF PROGRAM/ACTIVITY Coordinated Youth Employability Program

OPERATING AGENCY/INSTITUTION Maryland State Dept. of Education
200 W. Baltimore Street Baltimore, MD 21201

CONTACT PERSON Dorothy Hobbs Tel. No. (301)659-2352

TARGET POPULATION

16-21 years old, minority groups, handicapped, economically disadvantaged

Number served: 90 **Period of time:** 1 school year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
x other

PROGRAM/ACTIVITY DESCRIPTION

Project Jobs - Montgomery County School

Goal: Enable students to gain an awareness and skills to prepare them for the work environment.

Activities:
1) job exploration,
2) simulated interviews,
3) field trips, speakers,
4) career awareness instruction,
5) "hands-on" vocational training,
6) individual instruction,
7) work experience,
8) counseling for employability development plan and for job,
9) crisis intervention.

EVALUATION/INDICATORS OF SUCCESS

Evaluation Design: 1) pre and post test measures, 2) work supervisor's and employer's evaluation, 3) assessment results.

Performance Outcome: 1) compared program to summer youth employability program in terms of student success on the job.

(We do not run programs anymore but give assistance to local school districts who do run programs.)

MARYLAND

TITLE OF PROGRAM/ACTIVITY Coordinated Youth Employability Program
OPERATING AGENCY/INSTITUTION Maryland State Dept. of Education
200 W. Baltimore Street Baltimore, MD 21201
CONTACT PERSON Dorothy Hobbs Tel. No. (301)659-2352

TARGET POPULATION

Age 14-21 years, minority groups, handicapped, economically disadvantaged

Number served: 450 **Period of time:** 1 school year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Prince George's County CETA Youth Employability Program, Prince George's, MD

Goal: Enhance the employability potential of participating in-school youth.

Activities:
1) career & vocational assessment and interpretation,
2) academic instruction,
3) paid work experience,
4) individualized and group counseling,
5) career-related field trips,
6) community development.

EVALUATION/INDICATORS OF SUCCESS

Evaluation Design:
1) pre-post test measures,
2) academic achievement,
3) work supervisor evaluation,
4) assessment results.

Performance Outcomes:
1) 90% completed program,
2) attendance was better than students not in program, attendance improved from previous years,
3) more students found unsubsidized employment after graduation.

(We do not run programs anymore, but give assistance to local school districts who do run programs.)

MARYLAND

TITLE OF PROGRAM/ACTIVITY Counselors Acting for Transition

OPERATING AGENCY/INSTITUTION Maryland State Dept of Education
200 W. Baltimore Street Baltimore, MD 21201

CONTACT PERSON Dorothy Hobbs Tel. No. (301)659-2352

TARGET POPULATION

16-21 years old, minorities, economically disadvantaged

Number served: 600 **Period of time:** 1 year

Appropriate descriptors of the program/activity

- x recruitment
- basic academic skills
- job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- community service/learning experience
- x placement
- x job development
- staff upgrading
- x interagency coordination
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION

Counselors Acting for Transition Program (CAT)

Goal: To provide guidance counseling, career exploration, occupational information, career awareness, work experience, and job development/placement services for economically disadvantaged in-school youth.

Activities:
1) Assess students employability status,
2) Develop Employability Plans for students,
3) Classroom instruction,
4) Counseling, and
5) Work experience.

EVALUATION/INDICATORS OF SUCCESS

1) Placed approximately 85% of students on jobs,
2) Increased youth employability skills.

MARYLAND

TITLE OF PROGRAM/ACTIVITY Harbor City Learning
OPERATING AGENCY/INSTITUTION Mayor's Office of Manpower Resources
701 St. Paul Street Baltimore, MD 21202
CONTACT PERSON Stephen Kaiser, PIO Tel. No. (301)396-5586

TARGET POPULATION

Economically disadvantaged youth, age 16-21 years, dropouts or potential dropouts

Number served: 871 **Period of time:** September 4, 1979 - July 1980

Appropriate descriptors of the program/activity

- ☒ recruitment
- ☒ basic academic skills
- ☒ job skills training
- ☒ interpersonal and/or life skills
- ☐ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☒ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☒ employability skills
- ☒ work experience
- ☒ community service/learning experience
- ☒ placement
- ☒ job development
- ☒ staff upgrading
- ☒ interagency coordination
- ☒ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

In Baltimore, as in many cities, the school dropout rate is alarming. About 8,200 students leave school each year without earning diplomas. But Baltimore is getting many dropouts--more than 800 in 1979--to return to school through Harbor City Learning.

Using CETA funds, Harbor City Learning offers young people the opportunity for viable work experience and a realistic chance to earn a diploma or high school equivalency certificate.

Working with, and getting much cooperation from, the Baltimore Public Schools, the Baltimore Metropolitan Manpower Consortium was able to design a realistic educational alternative for youngsters who reject--or are rejected by--traditional schools. High school dropouts who enroll in Harbor City Learning are offered a unique mix of services: paying jobs that provide valuable work experiences and the chance to explore careers, and job-related academic studies in nontraditional, career-related courses.

Students can choose from any of the four occupational mini-schools, called clusters, which include business, health, communications/transportation, community services, and environmental services. Every two weeks, the students move from the nontraditional classrooms to related work sites where they can sample jobs in the vocational areas of their chosen clusters. For students who have special needs, Harbor City Learning provides a number of support services, including a Parent-Infant Center which provides early childhood and parent education services for students who are also parents, cultural enrichment, and for those who are eligible, a free lunch program. Harbor City Learning is one of a series of alternative educational programs designed to meet the needs of Baltimore's youth who have left traditional schools.

EVALUATION/INDICATORS OF SUCCESS

1) 229 High school graduates
2) 60 participants obtained employment
3) 30% went on to post-secondary education

TITLE OF PROGRAM/ACTIVITY Prep Programs

OPERATING AGENCY/INSTITUTION Mayor's Office of Manpower Resources
701 St. Paul Street Baltimore, MD 21201

CONTACT PERSON Stephen Kaiser, PIO Tel. No. (301)396-5586

TARGET POPULATION

16-21 year old high school dropouts who lack minimum literacy skills (Reading below a 6th grade level) and are from economically disadvantaged families (CETA eligible).

Number served: 50-75 per program Period of time: Up to 2 years maximum

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
x support services Counseling and referral to other Community resources on an as needed basis.
____ other

PROGRAM/ACTIVITY DESCRIPTION

High school dropouts who lack minimum literacy skill not only cannot find work, but also have trouble mastering the survival skills necessary to make it in today's world.

Here in Baltimore, five Prep programs are out to change that. Operated individually by the Mayor's Office of Manpower Resources and four community based organizations. Preps provide a combination of individual and small group instruction, group counseling, survival skills, and work experience to meet the needs of these youth.

Through Prep's tiered approach, incoming youth participate in a 1-3 month survival skills course. Those who successfully complete survival skills move on to higher tiers, where they receive 15 hours per week instruction in basic reading and math skills, complemented with 15 hours per week paid work experience.

Students who meet the challenges of Prep find that it is a stepping stone to basic skills and a high school diploma via other CETA - funded alternative education programs.

EVALUATION/INDICATORS OF SUCCESS

80% attendance in Prep from 10/79 - 10/80
80% attendance on the job
161 Prep students completed and went on to higher level GED programs, obtained unsubsidized jobs, or enrolled in other positive activities (armed services, etc.)

MARYLAND

TITLE OF PROGRAM/ACTIVITY Vocational Student Placement

OPERATING AGENCY/INSTITUTION Washington County Board of Education
P.O. Box 730 Hagerstown, MD 21740

CONTACT PERSON A. Thomas Oyster, Sup. of Voc. & Ind. Ed. Tel. No. (301)791-4153

TARGET POPULATION

Recruitment phase begins with 8th grade. Placement phase graduates-serves all groups

Number served: 1000 Period of time: annually

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
____ support services

x other: Follow-up
1. Program leaver
2. Graduate
3. Employer

PROGRAM/ACTIVITY DESCRIPTION* - This four faceted attack on this County's vocational student placement problem includes recruitment; job development, placement, and student-graduate-employer follow-up. A placement coordinator will direct and coordinate the efforts of personnel and the respective services provided in this effort. Information will be gathered by staff, and when possible, computer summarized. The proposed components of the facets are as follows:

Recruitment - Provide information about labor needs to students and community.
- Provide information about educational preparation needed for participation in secondary vocational programs.
- Present programs to 8th and 9th graders regarding voc. training opportunities and jobs to be found in Wash. Cty.

Job Development - A "job information" and "available worker" listing will be compiled and disseminated periodically.
- Sixty vocational teachers will participate in searching for and reporting jobs information.
- A computer based program will be utilized to summarize job development information.
- A business/industry liaison will be maintained.
- A bi-monthly vocational newsletter will be circulated.

Placement - Emphasis will be placed on placing vocational graduates in occupational areas for which they are trained.
- A job referral system will be initiated based on student acquired vocational program competency.
- A job referral follow-up process will be developed to determine when a student is hired, or available for work.
- A data bank of placement data will be developed to accumulate data for the graduate and employer follow-up process.
- A placement information board will be established and maintained within each secondary school.

Follow-up - A student follow-up process and criteria will be developed to determine reasons why students fail to complete vocational programs.
- A graduate follow-up process and criteria will be developed to determine job success, validity of vocational program training, and value of vocational support service on a one and three year basis.
- An employer follow-up process and criteria will be developed to determine graduate success on the job and validity of the training received in the vocational programs.
- Develop summary reports to be used in recruitment, curriculum modification, classroom instruction, administrative decisions, accountability and public relations.

TITLE OF PROGRAM/ACTIVITY Youth Assessment Center

OPERATING AGENCY/INSTITUTION Mayor's Office of Manpower Resources

701 St. Paul Street Baltimore, MD 21202

CONTACT PERSON Stephen Kaiser, PIO Tel. No. (301)396-5586

TARGET POPULATION

Economically disadvantaged (CETA-eligible) youth age 16-20 who are high school dropouts.

Number served: 160 per cycle Period of time: 3 week course

Appropriate descriptors of the program/activity

___ recruitment
___ basic academic skills
___ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
___ career exploration/awareness
x career counseling
x employability skills
___ work experience
___ community service/learning experience
x placement
___ job development
x staff upgrading
x interagency coordination
x support services personal counseling
x other

PROGRAM/ACTIVITY DESCRIPTION

The Youth Assessment Center prepares high school dropouts to re-enter a structured environment of alternative education and work experience through Baltimore's CETA-funded alternative education network. Upon admittance to the program, youth are administered the California Achievement Test for reading and math skill evaluation, and hearing and vision tests are also conducted. Through youth effectiveness training, films, role-playing, and homework, the staff of 13 works closely with each enrollee while encouraging independence of thought and action. Youth are instructed in how to present themselves to employers, and are assisted in finding part-time employment. Survival skills, such as resume writing, filing out job applications, are also taught.

Youth completing the program are better prepared to make the transition from the world of the street to the world of school and work.

EVALUATION/INDICATORS OF SUCCESS

Care is taken to diminish attrition at both ends of the program. Follow-ups for retention are conducted at 30-day, 90-day, and 6-month intervals, to assess how many completed the program, how many reported to the next program. At the end of its first year of operation, the Assessment Center has an average retention rate of 80-85%, and an attendance rate in excess of 95%.

MASSACHUSETTS

TITLE OF PROGRAM/ACTIVITY IIB/YETP/CEE IN-SCHOOL

OPERATING AGENCY/INSTITUTION Berkshire Training and Employment Program
400 Columbus Avenue Pittsfield, MA 01201

CONTACT PERSON William J. Morris, Jr. Tel. No. (413)499-2220
William C. Harris Ext. 50

TARGET POPULATION

Economically disadvantaged in-school youth, 14-21 inclusive

Number served: 350+ Period of time: October - June (school year) 10 hrs./week

Appropriate descriptors of the program/activity

- x recruitment
- basic academic skills
- x job skills training
- interpersonal and/or life skills
- self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- community service/learning experience
- placement
- job development
- staff upgrading
- interagency coordination
- x support services tutoring
- other

PROGRAM/ACTIVITY DESCRIPTION

PROGRAM GOALS: Provide youth with a positive work experience. Establish and maintain proper work habits and basic job skills, maintain school attendance and graduation.

ACTIVITIES: Evaluation & Assessment - Development of individual Employability Development Plan addressing relevant career and labor market information. Reinforce graduation from high school. Work Experience/Career Awareness Component - Development of basic work habits, attitudes and skills. Exploration of careers through job shadows and job tours, preparation for unsubsidized employment. Counseling - Ongoing during participation. Addressing goals per the EDP.

EVALUATION/INDICATORS OF SUCCESS

Goal(s) obtainment outlined in EDP job site performance rating sheet, weekly attendance sheet and counselor evaluations.

TITLE OF PROGRAM/ACTIVITY Job Factory for Youth

OPERATING AGENCY/INSTITUTION Cambridge Office of Manpower Affairs
51 Inman Street Cambridge, MA 02141

CONTACT PERSON Tim Reidy Tel. No. (617)498-9049

TARGET POPULATION

YETP eligible youth, 16-22 years of age

Number served: 187 Period of time: 14 months

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The JFFY is a 4-week intensive job search program. Youth are paid $3.10 an hour/40 hours a week to learn effective job search skills and to search for work in a supervised and supportive setting.

PROGRAM CONTENT

I. Orientation - An introductory session presented by staff on the first day of the program to give participants an overview of program activities, goals, policies and procedures.

II. Employability Skills - Curriculum sessions designed to teach participants skills which enable them to conduct their job searches, present themselves in an effective and attractive manner to employers and enhance their ability to secure and maintain employment. In this process the following sub factors are considered: description of participant activities, summary content, concepts, skills, organization/teach strategies, statement of instruction objectives, participant response to instruction, and method of enrollee evaluation.

III. Participant Activities - Daily sign in/out
Get acquainted exercises, name, previous work experience
Hoffman film
Values clarification
Decision-making exercises
SCEOC interest check list
Self-directed search
Skills assessment
Review resource material
Work book exercises
Applications practice
Phone techniques
Resume writing
Review of want ads
Mock interviews
Job search - daily logs

EVALUATION/INDICATORS OF SUCCESS

Formal evaluation by Brandeis University.

MASSACHUSETTS

TITLE OF PROGRAM/ACTIVITY YCCIP, IV YETP, IIB, YWE Out-of-School

OPERATING AGENCY/INSTITUTION Berkshire Training and Employment Program
400 Columbus Avenue Pittsfield, MA 01201

CONTACT PERSON William J. Morris, Jr. Tel. No. (413)499-2220
William C. Harris Ext. 50

TARGET POPULATION

Economically disadvantaged youth between the ages of 14-21 (inclusive)

Number served: 90+ Period of time: Approximately October - June or 33 weeks of participation in one year, 30 hours/week

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
x support services babysitting and tutoring
____ other

PROGRAM/ACTIVITY DESCRIPTION

YCCIP/YETP/IIB O/S

PROGRAM GOALS: To enhance the employability of program participant for the obtainment of unsubsidized employment; provide educational opportunities; develop realistic career goals; refer for enrollment in other training activities, both in-house and out-of-house.

ACTIVITIES: Evaluation & Assessment - Development of individual Employability Development Plan (EDP) outlining personal and vocational goals, indexes of achievement and time frames for their completion. Needs, likes and abilities assessment via interview and testing tools. Placement and Referral - Placement in work experience component which mirrors vocational interests. Participation in job shadows and tours. Referrals to other components, i.e., job development, job factory and classroom training. Direct referrals to area businesses for unsubsidized employment. Counseling - On-going vocational/personal/career counseling which addresses assets and barriers outlined in the EDP.

EVALUATION/INDICATORS OF SUCCESS

Goal(s) obtainment outlined in EDP, job site performance, rating sheet, weekly attendance sheet and counselor evaluations.

TITLE OF PROGRAM/ACTIVITY Michigan Interagency Collaborative Initiative

OPERATING AGENCY/INSTITUTION Bureau of Employment and Training
7150 Harris Drive, Box 30015 Lansing, MI 48909

CONTACT PERSON Martin J. Simon Tel. No. (517)322-1782

TARGET POPULATION

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
____self concept development
____work attitudes/habits
____motivation
____parent involvement
____career exploration/awareness
____career counseling
____employability skills
____work experience
____community service/learning experience
____placement
____job development
____staff upgrading
x interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION *

The primary purpose of this initiative is to develop, maintain and support collaborative networks within local communities among educational agencies and institutions, CETA prime sponsors, service organizations and the private sector which lead to the maximum utilization of community resources to enhance the transition of youth and adults into the world of work.

Resources have been made available to establish local networks through an Interagency Collaborative Body (ICB) structure, for the purpose of providing policy guidance and direction to the operation of employment, training and education programs in local areas conterminous with the prime sponsor geographic areas.

The collaborative bodies carry responsibility for doing planning and decision making which by definition involves the utilization of all agency resources and requires knowledge and dissemination of information unique to each participating organization.

...

The primary concern behind Michigan's linkage program is to develop a process through which the coordination between employment and education programs can be encouraged and facilitated. To this end, Michigan utilizes an approach which provides both structure and incentive to promote collaboration. Project funds will be distributed through a process which will, in a large part, be determined by the degree of collaboration. Collaborative planning by local CETA and Educational agencies, at a minimum will be required. Implementation of projects will continue during this fiscal year as a result of the process described.

The three distinct approaches to be utilized are:
- The utilization of an extensive and comprehensive mechanism for collaboration as a vehicle for achieving linkages and coordination in work-education programs of local areas.
- Funding projects in local areas in which collaboration can be demonstrated through specific programs.
- Developing a state level system for providing statewide coordination and technical assistance to involve local areas in the development and maintenance of collaborative systems.

MICHIGAN

TITLE OF PROGRAM/ACTIVITY Michigan Occupational Information System (MOIS)

OPERATING AGENCY/INSTITUTION Michigan Department of Education

P. O. Box 30009 Lansing, MI 48909

CONTACT PERSON Joseph McGarvey, Director Tel. No. (517)373-0815

TARGET POPULATION

Approximate potential client population of 2,000,000 over the course of a year.

Appropriate descriptors of the program/activity

x recruitment

___ basic academic skills

___ job skills training

___ interpersonal and/or life skills

___ self concept development

___ work attitudes/habits

___ motivation

___ parent involvement

x career exploration/awareness

x career counseling

___ employability skills

___ work experience

___ community service/learning experience

___ placement

___ job development

___ staff upgrading

___ interagency coordination

___ support services

___ other

PROGRAM/ACTIVITY DESCRIPTION

MOIS provides up-to-date, accurate information on 98% of the occupations in Michigan and training to enter those occupations as well as financial aid information. This system is distributed to over 2,200 sites by means of microfiche, minicomputer and microcomputer. It is used in a wide variety of ways for career exploration, decision making and planning. It is particularly useful in career counseling, classroom instruction and career resource centers. Secondary students use the system beneficially in choosing secondary school subjects related to their career goals as well as planning continued education in community colleges and universities, military and apprenticeship programs, and private trade schools.

EVALUATION/INDICATORS OF SUCCESS

MOIS has undergone a formal evaluation that showed that, from both staff and client perspectives, the system meets the career information needs of clients very well. From an informal standpoint, MOIS grew by 60% in user sites over a two-year period. This growth was not the result of heavy promotion by MOIS staff but rather the impact of word-of-mouth publicity from satisfied users. MOIS is used to help students select vocational education programs that are in line with their career goals. As a result, some school districts and area vocational centers use the MOIS numbers rather than the OE code as the basic identifier for their vocational programs. They attribute to the use of MOIS reduced dropout rates from vocational education, increased satisfaction and retention within the vocational curriculum selected, and increased related job placement after completion of the program.

TITLE OF PROGRAM/ACTIVITY Michigan Placement Competency Training Project

OPERATING AGENCY/INSTITUTION Kalamazoo Valley Intermediate School District
1819 Milham Road Kalamazoo, MI 49002

CONTACT PERSON Ronald Quisling Tel. No. (616)381-4620

TARGET POPULATION

Placement specialists in local educational agencies, intermediate school districts, Michigan Employment Service, CETA programs, and business/industry locations.

Number served: 100 Period of time: Since 1978

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
__x__ employability skills
____ work experience
____ community service/learning experience
__x__ placement
__x__ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goal: To provide placement personnel with basic competencies necessary to the functioning of a school-based placement program for secondary and post-secondary vocational/technical education students.

Activities: Two-day workshops are conducted on regional basis throughout the state. In cooperation with the Michigan Association of School Placement Personnel, placement specialists are invited to attend from local schools and other agencies as indicated above. Activities include presentations, role-playing, interactive discussion, plant tours, interviewing by personnel officers from business and industry, and multi-media activities.

Staffing: The project has a full-time director from the Kalamazoo Valley Intermediate School District, who coordinates the workshops (all held at business/industry sites). He is responsible for locating trainers in each of several competency areas. The trainers are drawn from public schools and business and industry environments.

Curriculum: Modules consist of: Applicant identification, referral and follow-up, Communications with employers; Contacting and relating to employers; Placement recordkeeping; Placement promotion; and Time management.

EVALUATION/INDICATORS OF SUCCESS

This project has been evaluated by third-party evaluators for three years in a row. All returns indicate a high degree of acceptance of content and training materials on the part of participants. On a five-point scale, ratings are consistently in the 4.15 to 4.97 range.

MICHIGAN

TITLE OF PROGRAM/ACTIVITY Transitional Services for CETA Youth

OPERATING AGENCY/INSTITUTION Genesee Intermediate School District
2413 West Maple Avenue Flint, MI 48507

CONTACT PERSON Alva E. Mallory, Jr. Tel. No. (313)767-4310

TARGET POPULATION

CETA eligible youth

Number served: 300 Period of time: 12 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
___ interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
___ employability skills
x work experience
___ community service/learning experience
___ placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

The transitional services offered CETA youth include:

Career planning and decision making (ECES)
Job skills training
Employability skills
Coping skills
Reading, tutoring support
Work experience

These transitional training services are designed to prepare the youth for unsubsidized employment.

EVALUATION/INDICATORS OF SUCCESS

Doctorate dissertation by Alva E. Mallory, Jr. entitled, "The Effects and a Comparative Analysis of a Comprehensive Career Development, Employability, Vocational, and Coping Skills Training Program for Economically Disadvantaged Youth" illustrates by the amount of treatment how well a student is prepared for unsubsidized employment.

TITLE OF PROGRAM/ACTIVITY YETP Proposal for Handicap In-School Youth

OPERATING AGENCY/INSTITUTION Fitzgerald School District
Warren, MI 48092

CONTACT PERSON CETA Prime, Ms. Sharen A. Gasiorek, Deputy Director
11375 Jackson St., Warren, MI

Tel. No. (313)757-2470

TARGET POPULATION

Handicapped students

Number served: 45 **Period of time:** School Year

Appropriate descriptors of the program/activity

- recruitment
- basic academic skills
- [✓ job skills training]
- [✓ interpersonal and/or life skills]
- [✓ self concept development]
- [✓ work attitudes/habits]
- motivation
- parent involvement
- [✓ career exploration/awareness]
- [✓ career counseling]
- [✓ employability skills]
- [✓ work experience]
- community service/learning experience
- placement
- job development
- staff upgrading
- interagency coordination
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION

Program provides expanded job experience to give handicapped students materials and opportunities to make career decisions, to handle job related problems, to give students individual help where needed.

Services provided include career exploration, interviewing lessons, job counseling, labor market information, and work study jobs.

EVALUATION/INDICATORS OF SUCCESS

Providing saleable skills to be used after graduation for special student need.

MINNESOTA

TITLE OF PROGRAM/ACTIVITY CESP (The CETA/Education Summer Program)

OPERATING AGENCY/INSTITUTION Glacial Ridge Cooperative Center
Willmar, MN 56201

CONTACT PERSON Ronald A. Erpelding Tel. No. (612)235-6692

TARGET POPULATION

Number served: Approximately 220 youth

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ___ community service/learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- x support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION *

The CETA/Education Summer Program (CESP) was a cooperative effort between the Region VI and CETA Center and Vocational and Special Education Cooperatives to improve and expand the experience of the participants involved in the Summer Youth Employment Program (SYEP) and Governor's Youth Program (GYP).

The services that were provided are: 1) increased number of handicapped students enrolled in SYEP and GYP, 2) 30-hour Career Planning Workshop, 3) field trips for career exploration, 4) summer work experience linked to participants' career interests, 5) vocational assessment for some handicapped participants, 6) a network linking summer career program involvement and vocational assessment to ongoing career planning in local educational agencies.

The CESP grant was designed to provide a 30-hour Career Planning Workshop for all participants of the SYEP and GYP programs. Assessment components were developed for use with 20 handicapped participants. The grant called for an EDP to be developed with each participant and stipulated that the EDP and assessment materials were to be made available to high school counselors to promote further career planning.

The combination of career workshops/assessments and supervised work experience provided the necessary 120 hours needed to grant 48 youth academic credit toward high school graduation. The workshops provided 30 hours of classroom training and the CETA summer work experience allowed the necessary 90 hours of structured work. Through a CETA/Education linkage, a new summer school course was possible--a course that provided a double benefit of earning both a wage and school credit for the participants, which improved the services that can be rendered by both the schools and CETA. Establishing the CESP project as a high school summer course opened the financial avenue of using summer school aid.

At the completion of the project, the representatives of the participating agencies met to discuss the results. It was the unanimous concensus that the project was successful and should be continued. The group also reviewed activities to recommend changes.

TITLE OF PROGRAM/ACTIVITY London Road Campus

OPERATING AGENCY/INSTITUTION Duluth Area Vocational Technical Institute, I.S.D. #709
Lake Avenue and 2nd Street Duluth, MN 55802

CONTACT PERSON Sig Rauda Tel. No. (218)728-5107

TARGET POPULATION

Any person 16 yrs. of age or older (range 16-60) average age 24. This includes offenders, minorities, Blacks, Indian, Asians. We have 4 Special ESL programs for Asians. We have a number of TRA men in the program.

Number served: 4,800 Period of time: 1968 to 1980

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ____ community service/learning experience
- x placement
- ____ job development
- x staff upgrading
- x interagency coordination
- x support services Counseling remedial instruction, etc.
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Training is available year-round. Students enter when a need for learning arises and leave when goals or competencies are completed.

Full time students attend 6 hours per day, 5 days per week. Daytime classes can begin as early as 7 a.m. or continue as late as 7 p.m.

Along with post-secondary vocational programs, a Basic Education Program offered at the London Road Campus has two major emphases. For many, the program is aimed at preparing them to pass the GED, which earns the student a high school equivalency diploma issued by the MN State Dept. of Education. The Basic Education program is also aimed at those students who need to improve their language and math skills in order to enter an occupational training program or to obtain employment. The Basic Ed program is individualized and operates, as mentioned above, on an open entry/open exit basis. In addition to self referrals, students are also referred from Duluth CETA, Region III CETA, Northeast Region Correctional Center (NRCC), WIN, and the Duluth Public Schools Adult Basic Educ. District.

EVALUATION/INDICATORS OF SUCCESS

By students achieving stated goals--statistics in terms of those passing GED; getting training related jobs; number of Basic Ed students getting into further training or getting jobs. Also, standard state follow-up procedures.

MISSOURI

TITLE OF PROGRAM/ACTIVITY Industrial Internship

OPERATING AGENCY/INSTITUTION Joe Herndon Area Vocational Technical School
11501 East 350 Highway Raytown, MO 64138

CONTACT PERSON Don R. Sheets, Director Tel. No. (816)356-0617

TARGET POPULATION

Senior students

Number served: 50-75 Period of time: During school year

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/ or life skills
____self concept development
____work attitudes/ habits
____motivation
____parent involvement
____career exploration/ awareness
____career counseling
____employability skills
__x__work experience
____community service/ learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION

The industrial internship is an option that allows for part-time employment related to the vocational program in which the student is enrolled.

Criteria is established that identifies eligible participants. At the same time, it allows for filling job orders at a time when the employer is seeking workers.

Employment on a part-time basis provides the employer an opportunity to observe and evaluate the student employee before hiring a full-time person. The student employee is aided in a smooth transition from school to work under direct supervision of the instructor and guidance staff.

MISSOURI

TITLE OF PROGRAM/ACTIVITY Satellite-YETP

OPERATING AGENCY/INSTITUTION Joplin R-VIII Schools
8th and Kentucky Joplin, MO 64801

CONTACT PERSON Shirley Lynch Tel. No. (417)624-3909

TARGET POPULATION

Target population is 15-19 years of age who have been identified as a dropout or potential dropout or handicapped.

Number served: 63 Period of time: October 1, 1980 to December 1, 1980

Appropriate descriptors of the program/activity

____ recruitment
_x_ basic academic skills
____ job skills training
_x_ interpersonal and/or life skills
_x_ self concept development
_x_ work attitudes/habits
_x_ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
_x_ employability skills
_x_ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Goals:

- To keep potential high school dropouts in school.
- To enhance the job prospects and career opportunities of economically disadvantaged youth by providing an alternative educational environment, emphasizing basic skills, counseling and vocational exploration.
- To provide participants with meaningful work experience which will assist youth in making the transition from school to work.

Objective #1 - To provide an alternative educational environment leading to high school graduation or the completion of a graduate equivalency certificate.

Objective #2 - To provide appropriate counseling methods that prepare youth for making vocational choices.

Objective #3 - To provide a learning environment which emphasizes OJT, work experience, and work sampling.

EVALUATION/INDICATORS OF SUCCESS

Evaluation by objective #1

1. By September 30, 1980, 125 students enrolled in grade 9-12 or the ABE program, identified as economically disadvantaged and as potential dropouts will have been served by the Satellite School program.
2. The dropout rate will be no more than that of the previous school year.

Evaluation by objective #2

1. An individual program will be developed for each student enrolled in the program.
2. A minimum of 50% of the enrolled students will be given a battery of individual vocational preference tests.
3. Each of the students will receive a minimum of 2 hours of vocational counseling for each month in the program.

Evaluation by objective #3

1. An individual goal will be developed for each student and included in that student's individual program.
2. A minimum of 50% of economically disadvantaged students possessing some job skills and/or definite career goals will be placed in unsubsidized work situations.
3. The director and staff will document all cooperative actions with other community agencies in providing services to these students.

MISSOURI

TITLE OF PROGRAM/ACTIVITY Statewide Job Placement Service

OPERATING AGENCY/INSTITUTION State Fair Community College
1900 Clarendon Road Sedalia, MO 65301

CONTACT PERSON Gary L. Noland, Director Tel. No. (816)826-7100
Monte D. Cass, Coordinator

TARGET POPULATION

Students exiting area-vocational school programs with salable skills.
Students exiting community college vocational programs with salable skills.

Number served: 12,500 Period of time: One (1) school year

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Statewide Job Placement Services are provided to 55 area vocational-technical schools and 9 junior/community colleges. Services include:

1. Inservice training
    a. New staff workshop
    b. Preemployment preparation workshop
    c. Job development/follow-up workshop
    d. Update seminar
2. Collect student follow-up information
3. Perform job development
    a. Business and Industry Newsletter
    b. Ongoing job development
    c. Hire 8 part-time job developers
    d. Advertise
4. Exchange overflow job information with participating institutions

EVALUATION/INDICATORS OF SUCCESS

Last year's follow-up report indicated that 93% of all vocational students from participating institutions were placed.

TITLE OF PROGRAM/ACTIVITY Title IV - Youth Community Conservation Improvement Proj.
OPERATING AGENCY/INSTITUTION YMCA of Greater St. Louis - Special Projects
226 East Lockwood St. Louis, MO 63119
CONTACT PERSON Cheryl Mintle Tel. No. (314)968-1115

TARGET POPULATION

16-19 years of age, economically disadvantaged, high school dropouts.

Number served: 70 **Period of time**: 12 months

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
____ placement
x job development
____ staff upgrading
____ interagency coordination
x support services Child care
____ other

PROGRAM/ACTIVITY DESCRIPTION

This labor intensive program employs economically disadvantaged, hard to employ, school dropouts in community conservation and improvement projects in deteriorating St. Louis County neighborhoods. The project provides tangible accomplishments with regard to neighborhood conservation and improvement. Approximately 30 homes of low income residents of targeted St. Louis County areas will be renovated. In addition, public facilities and properties in the target areas will be improved.

Youths perform the following types of jobs in this project: interior and exterior painting, creek bed cleaning, trimming low trees and bushes, seeding, planting, general landscaping, caulking, plastering, weatherproofing. light carpentry and glass glazing. Participants receive instruction in the use of power tools and safety.

Youths attend training sessions about the world of work, career development, interviewing, want ads, and resumes. College work study and intern students and other volunteers provide job development, counseling, and career interest services for the participants. Outside consultants provide the youth with training and information about special skills and fields of work. In addition, MSES and want-ads are checked regularly.

EVALUATION/INDICATORS OF SUCCESS

Program evaluation is based on monthly reports received by the OE&T, number of positive terminations (returned to school, obtained employment, receiving further training).

MISSOURI

TITLE OF PROGRAM/ACTIVITY Title IV - Youth Employment & Training Program
OPERATING AGENCY/INSTITUTION Ferguson-Florissant School District (S.T.R.I.D.E.)
5929 Witt Avenue Kinloch, MO 63140
CONTACT PERSON Mr. Nessen Blumberg Tel. No. (314)595-2397

TARGET POPULATION

16-21 years of age; in-school youth; 85% black

Number served: 170 Period of time: 12 months

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- x support services eye glasses, physical exams
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Career planning utilizes Hoffman Career Center in which career information tapes, modules, and worksheets are used to help students explore different career areas, qualifications of job and basics of finding and retaining jobs. In motivation class, students learn to communicate in large and small groups. Students role-play simulated work related problems, take field trips to businesses and guest speakers come to talk to group. Basic skills equipment in learning center leads to acquisition of communication and academic skills. Vocational Technical Training is in the following areas: 1) business and office, 2) auto mechanics, 3) custodial-building maintenance, 4 food service.

There are five nine-week training sessions enrolling approximately 30 clients per session. A morning retraining program is used for clients who graduated from previous programs but are still unemployed. These clients will be helped with their basic skills and helped toward job placement. Participants are paid an allowance of minimum wage for number of hours worked in the program. The program is aimed at full-time, unsubsidized employment and GED completion. Staffing includes 4 part-time skill area teachers, 1 nurse part-time, 2 job procurement specialists, 2 employment training specialists, 1 counselor part-time and 1 learning facilitator.

EVALUATION/INDICATORS OF SUCCESS

Program evaluated by number of graduates, number receiving jobs, GED, training, and/or return to school. The program was successful in 1979-1980 primarily because overall placement rate was 76%. Also, 10 have returned to school and 25 have attained GED.

TITLE OF PROGRAM/ACTIVITY Title IV - Youth Employment and Training Program

OPERATING AGENCY/INSTITUTION Providence Program, Inc.
607 N. Grand, Suite 825 St. Louis, MO 63103

CONTACT PERSON Mr. Paul Dueran Tel. No. (314)895-1964

TARGET POPULATION

16-21 years of age, 75% minority, high school dropouts, economically disadvantaged

Number served: 95 Period of time: 12 months

Appropriate descriptors of the program/activity

- ____ recruitment
- _x_ basic academic skills
- _x_ job skills training
- ____ interpersonal and/or life skills
- _x_ self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- _x_ career exploration/awareness
- _x_ career counseling
- _x_ employability skills
- ____ work experience
- ____ community service/learning experience
- _x_ placement
- _x_ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

This program is designed to help each program participant determine his/her own abilities and interests, select realistic career goals and develop an individual career choice plan. The program provides job seeking and job retention skills and placement services for each participant. Eleven months follow up services are also provided.

This program expects the participant to make career selections, obtain information in completing applications and resumes, and obtain valuable job interviewing skills and to assimilate the skills necessary for continued employment. Each participant receives assistance in implementing his/her personal career choice plan.

Providence participants will be enrolled in a GED program of tutoring and special remediation that will lead to the acquisition of a high school equivalency diploma.

EVALUATION/INDICATORS OF SUCCESS

Program evaluation based on number of positive terminations, number of those who obtained GED, number who receive jobs or who enroll in skill training school.

MISSOURI

TITLE OF PROGRAM/ACTIVITY TITLE IV - Youth Employment & Training Program

OPERATING AGENCY/INSTITUTION Ritenour School District (R.E.E.P.)
3238 Marshall Road St. John, MO 63114

CONTACT PERSON Mr. W. D. Leip Tel. No. (314)429-1088

TARGET POPULATION

16-21 years of age; 50% black, high school dropouts

Number served: 120 Period of time: 12 months

Appropriate descriptors of the program/activity

___ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
___ staff upgrading
___ interagency coordination
x support services
Child care, eye exams, eye glasses
___ other

PROGRAM/ACTIVITY DESCRIPTION

Program consists of five components. Pre-enrollment phase is for participants awaiting start of Phase I class. They are paid after attending 25 hours of class in which they spend 10-25 hours per week on math or language assignments. While in Phase I, participants work in one of three areas: remediation (grade levels 2-5), Pre-GED preparation (levels 6-7) and GED preparation. Participants working in area of remediation receive reading instructions and work with a high interest reading and math audio-visual instructional system. Phase II slated for those participants who have not attained course objectives. Work experience component designed for participants who have very limited or no job experience. They are placed in subsidized part time jobs while they are in Phase II. Vocational skill training component is utilized for participants who desire training in specific occupational skills and is arranged through occupational training schools. Pre-enrollment average 7 weeks; Phase I - 5 weeks; and Phase II - average 9 weeks. 1 Director, 1 Chief Coordinator, 3 Coordinators, and 3 tutor aides.

EVALUATION/INDICATORS OF SUCCESS

Data relating to objectives is collected and analyzed monthly to determine how current performances relates to anticipated project outcomes. Interviews and surveys are used periodically. Project is successful because of positive outcomes of participants.

TITLE OF PROGRAM/ACTIVITY TITLE IV - Youth Employment and Training Program
OPERATING AGENCY/INSTITUTION Vatterott & Sullivan Educational Centers
10265 St. Charles Rock Road St. Ann, MO 63074
CONTACT PERSON Mr. John C. Vatterott Tel. No. (314)428-5900

TARGET POPULATION

16-21 years of age; 66% minority; high school dropouts

Number served: 127 Period of time: 12 months

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

This entry level vocational training program provides vocational skill training, remediation in basic skills, supportive counseling, survival skill training, job placement services and post-employment assistance. The career exploratory vocational training program allows students to become aware of various occupations, experience "hands-on" exploration and challenge their interests and abilities by exploratory vocational training and on-site inspections. All courses are training limited in nature, i.e., they are designed to provide limited training leading to training related entry level employment. Vocational skill training is provided in clerical, maintenance, shipping and receiving. The training time is estimated to be 16 weeks. The career exploratory vocational training component is based on two phases, the first allows the youth to develop a career vocational plan and the second phase results in implementation of that plan. There are five sessions each nine weeks in length. 1 exploration instructor, 2 remedial instructors, 3 CEP instructors.

EVALUATION/INDICATORS OF SUCCESS

Program evaluated based on number of participants, number completing the program, number in unsubsidized employment, and number of dropouts.

MISSOURI

TITLE OF PROGRAM/ACTIVITY YETP

OPERATING AGENCY/INSTITUTION Cape Girardeau Public Schools

61 North Clark Cape Girardeau, MO 63701

CONTACT PERSON Norman Schwab Tel. No. (314)334-6636

TARGET POPULATION

Youth between the ages of 15-21 who have been suspended, have dropped out or been pushed out of the regular school program

Number served: 113 Period of time: one year

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

We seek to provide an alternative educational program for youth between ages of 15-21 who have been suspended, have dropped out or have been pushed out of the regular school program. Our goal is that these youth will achieve either a high school diploma or GED Certificate. Each student is enrolled for a minimum of one to three hours per day in a program of Vocational Information, Language Arts and/or Mathematics. Students may also enroll in an Adult Basic Education program and may be placed in a job providing 20 hours per week employment in the public sector. Jobs are primarily of the terminal education type to provide skills and immediate employment for those youth who choose not to continue their education beyond the secondary level. The program is conducted in off campus setting, and the student's instructional program is individually prescribed and can be pursued at one's own level with a prescribed amount of achievement essential to receive high school credit.

EVALUATION/INDICATORS OF SUCCESS

Program is evaluated on basis of positive terminations. Positive terminations are those where youth enters gainful employment or returns to school. Last year we had 68 positive terminations, 27 non-positive terminations, and the remainder carried over into this year.

MISSOURI

TITLE OF PROGRAM/ACTIVITY Youth Community Conservation Improvement Program (YCCIP)

OPERATING AGENCY/INSTITUTION City of K.C., Mo. Urban Affairs Dept. Empl. & Training Div.
414 East 12th Street Kansas City, MO 64106

CONTACT PERSON Louis C. Cain, III Tel. No. (816)274-2675

TARGET POPULATION

16-19 years of age who are economically disadvantaged and out of school

Number served: 86 Period of time: October 1979 - September 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/ or life skills
____self concept development
____work attitudes/ habits
____motivation
____parent involvement
____career exploration/ awareness
____career counseling
____employability skills
_x_ work experience
____community service/ learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION *

The YCCIP provides full-time work experience for youth ages 16-19. The youth are employed in projects which provide well defined and needed community improvements. The projects are designed and administered by community-based and neighborhood organizations, and provide closely supervised work experience, well defined and needed work, and necessary supplies and equipment. The projects are funded by the Department of Labor, (CETA) through the City of Kansas City, Missouri Urban Affairs Department. Five projects were funded in FY '80 and provided the following community improvements:

1. Winterization of houses
2. Painting and repairing of public facilities
3. Maintenance of homes of the elderly and economically disadvantaged
4. Total rehabilitation of vacant homes.

Projects are selected in accordance with their quality of supervision, experience in the project activity, and to the extent that the work would develop useful skills, thereby enhancing the employability of the participants. Participants develop skills in housing rehabilitation and weatherization. In addition, through our supervision of project resources, every possible effort is made to place participants in permanent unsubsidized employment or the next phase of training or education.

It is the primary purpose of YCCIP to provide good work experience thus close attention is paid to whether participants show improved attendance, reduced tardiness and constructive work experience.

Positive termination rate was 55%. These terminees were placed in unsubsidized employment, returned to school or entered advanced training.

MISSOURI

TITLE OF PROGRAM/ACTIVITY Youth Employment Training Program

OPERATING AGENCY/INSTITUTION Poplar Bluff Public Schools
P.O. Box 47 Poplar Bluff, MO 63901

CONTACT PERSON Lonnie Taylor Tel. No. (314)686-1488

TARGET POPULATION

Economically disadvantaged in-school youth ages 16-21 including minorities and handicapped

Number served: 150 Period of time: per year

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
____ employability skills
x work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The project goal is to provide disadvantaged youth with opportunities to identify a realistic, personal, career goal and learn meaningful skills which will enhance their ability for securing unsubsidized employment.

The major activities are:

1. Classroom training, conducted after school hours. Classroom training curriculum includes: career exploration, job getting skills, work attitudes and job retention skills.
2. Job Sampling
3. Work Experience
4. On-the-Job Training

Other services include:

1. Counseling
2. Labor Market Information
3. Referrals

Students may receive a combination of wages or allowances and academic credit for participation.

EVALUATION/INDICATORS OF SUCCESS

The program is evaluated by improved school attendance, job placement, post-secondary training, job retention and progress in work experience activities. We feel our program has been very successful during its three years of operation

TITLE OF PROGRAM/ACTIVITY Field Learning Program (experience-based career ed)

OPERATING AGENCY/INSTITUTION Employment & Training Div., Dept. of Labor & Industry
35 South Last Chance Gulch Helena, MT 59601

CONTACT PERSON Susan R. Brunner, Field Learning Program Coordinator Tel. No. (406)449-5600

TARGET POPULATION

Economically disadvantaged, 14-21. (50% female, 10% minority, 7% handicapped, 3% offenders, 5% potential dropouts)

Number served: 300 Period of time: 1980-81 School year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
___ placement
___ job development
___ staff upgrading
x interagency coordination
x support services
x other job sampling

PROGRAM/ACTIVITY DESCRIPTION: The Field Learning Program in Montana is funded through the CETA Amendments of 1978. The Youth Employment and Training Program provides the wages and fringe benefits for work experience participants. A few of the students are also served through the Youth Community Conservation and Improvement Program. The Governor's Youth Employment and Training Program provides some model aspects of the program.

Since a majority of the students are served through the YETP program, the goals of the Field Learning Program must be in harmony and agreement with the goals of the YETP program. The goal of the YETP program is to make a significant long-term impact on the structural unemployment problems of youth, to enhance the job prospects and career opportunities of young persons, including employment, community service opportunities and such training and supportive services as are necessary to enable participants to secure suitable and appropriate unsubsidized employment in the public and private sectors of the economy. More specifically, the goal of the YETP work experience program is to encourage participants to remain in school or return to school by providing meaningful part-time work experience in the public sector and career counseling to economically disadvantaged youth.

In addition to the goals of YETP, the goals of FLP are for participants to: receive high school credit for participation in the program; increase their knowledge of career options, career exploration and job search techniques; increase their involvement with the private sector; receive broad exposure to career options as well as information about the current labor market; participate in job sampling in the private sector as well as work experience in the public sector; receive meaningful work experience at quality worksites which will improve their ability to make career decisions and provide them with basic work skills worthy of high school credit.

A portion of the YETP funds have to be expended on improving the coordination between schools and employment and training systems in order to provide CETA-eligible youth with the activities which promote education to work transition. The FLP Program assures that the prime sponsor coordinates with local educational agencies for the awarding of high school credit for the work experience engaged in by CETA youth participants as well as the delivery of various other services in the area of career decision-making.

MONTANA

TITLE OF PROGRAM/ACTIVITY Montana Rural CETA-CEP

OPERATING AGENCY/INSTITUTION Employment Security Division
Box 1728 Helena, MT 59601

CONTACT PERSON George Skagen Tel. No. (406)449-4500

TARGET POPULATION

Disabled and Vietnam era veterans, under 22, over 55, offenders, displaced homemakers, handicapped, minorities, women, public assistance recipients

Number served: 800 Period of time: 1 year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

The goal of the CETA program is to bring disadvantaged, unemployed and underemployed residents of a six-county area to the point where they can become self-supporting and productive members of society.

The content of the program includes Classroom Training, Basic Education, Orientation to the World of Work, On-Job-Training, Work Experience, and Services. Participants may be transferred from one component to another or may be enrolled in combined activities if necessary.

There are two program operators in the CEP Area: Butte School District #1, and Helena School District #1.

EVALUATION/INDICATORS OF SUCCESS

Program is evaluated by an annual audit to insure compliance with CETA Regulations. CETA-CEP has a 65% placement rate and a 80% positive termination rate. Success is determined by compliance with the plan in all areas.

MONTANA

TITLE OF PROGRAM/ACTIVITY Occupational Opportunities Crosswalk

OPERATING AGENCY/INSTITUTION Employment Security Division - State of Montana

Office of Public Inst., State Capitol Helena, MT 59601

CONTACT PERSON J. Dennis Sheehy Tel. No. (406)449-3126

TARGET POPULATION

Population available for work

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- ___ job skills training
- ___ interpersonal and/or life skills
- ___ self concept development
- ___ work attitudes/habits
- ___ motivation
- ___ parent involvement
- x career exploration/awareness
- ___ career counseling
- ___ employability skills
- ___ work experience
- ___ community service/learning experience
- x placement
- x job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

This project is an ongoing effort to coordinate the data used by the Employment Security Division, Dept. of Vocational and Occupational Services - O.P.I. and the Montana SOICC in developing supply and demand in occupational areas. To train workers in the fields that reflect the most need currently and in the future. Data supplied has a great impact on planning, funding and project approvals.

EVALUATION/INDICATORS OF SUCCESS

This project is a three-year effort and will be evaluated in 1982. The impact will be measured by the number of student placements and new programs developed to meet needs.

NEBRASKA

TITLE OF PROGRAM/ACTIVITY Competencies for Articulation

OPERATING AGENCY/INSTITUTION Lincoln Public Schools

Box 82889 Lincoln, NE 68501

CONTACT PERSON Buford W. Jones Tel. No. (402)473-0286

TARGET POPULATION

Appropriate descriptors of the program/activity

____recruitment

____basic academic skills

__x__job skills training

____interpersonal and/or life skills

____self concept development

____work attitudes/habits

____motivation

____parent involvement

____career exploration/awareness

____career counseling

__x__employability skills

____work experience

____community service/learning experience

__x__placement

____job development

____staff upgrading

____interagency coordination

____support services

____other

PROGRAM/ACTIVITY DESCRIPTION *

This project was designed to be a model. It is the intent of those involved in the project to have provided materials and information that will encourage others to become involved in the process - one helpful to teachers, administrators, employers, community resource persons, taxpayers, and especially students. The project models how personnel from secondary and post-secondary educational agencies became involved in competency development and it also models competency development and supporting materials that may be accomplished in all areas of vocational instruction.

Articulation, in this project, first of all suggests that students may move from one level of education to another and from one educational agency to another. As they move, it becomes important to recognize and assess student capabilities in order to better place them at educational levels that are both meaningful and challenging. The use of competenices in describing student capabilities provides reliable information to place those requesting additional education and training. Articulation also means that students may move from an educational experience to employment. Records of competencies achieved by students may be used by employers to match personal qualifications to specific job tasks and requirements.

EVALUATION/INDICATORS OF SUCCESS

Students with competencies are entering post-secondary schools and are approaching employers about employment. Information about numbers of students receiving advanced placement, the number of credits waived and dollars saved in tuition is available. Positive feedback from employers who are using competency information records in more accurately placing students on the job is becoming available.

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NEBRASKA

TITLE OF PROGRAM/ACTIVITY Development of Articulation Materials for Vocational Education

OPERATING AGENCY/INSTITUTION Lincoln Public Schools
Box 82889 Lincoln, NE 68501

CONTACT PERSON Buford Jones Tel. No. (402)473-0286

TARGET POPULATION

Secondary and Postsecondary Level

Number served: 10,000 **Period of time:** Two years

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

1. Design a process for a scope and sequence of articulated curriculum at the secondary and postsecondary levels, in auto mechanics, clerical office occupations, secretarial office occupations, welding, and building construction which will allow students to enter the postsecondary program if they desire.
2. Develop articulation activity procedures for staff members.
3. Explore policies permitting placement of advanced, mature high school students into postsecondary courses upon graduation from high school.
4. Identify placement testing procedures for advanced placement of students into postsecondary courses upon graduation from high school.
5. Prepare materials for articulation purposes in the vocational areas of health related occupations, drafting, and electronics--articulation to employment and/or post-secondary educational experiences. Materials will consist of (a) student outcomes for both employment and advanced placement, (b) competencies to include tasks, conditions, and limitations, and criteria for acceptable performance, (c) enabling tasks, (d) glossary of terms subject to interpretation, and (e) charts for record-keeping purposes.
6. Prepare tests, where appropriate, for each of the competencies.
7. Prepare a manual to be used by secondary and postsecondary school personnel that will be helpful in implementing the competencies for articulation.

EVALUATION/INDICATORS OF SUCCESS

Technical Advisory Committees
Actual Transfer of Credit
Employer Response

NEVADA

TITLE OF PROGRAM/ACTIVITY J.O.Y. (Job Opportunities for Youth)

OPERATING AGENCY/INSTITUTION Washoe County CETA, P.O. Box 11130 Reno, NV 89520

Community Services Agcy.,P.O.Box 10167 Reno, NV 89516

CONTACT PERSON Evangeline Schon Tel. No. (702)786-1655

TARGET POPULATION

Economically disadvantaged youth

Period of time: Year-round

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
x career counseling
____ employability skills
x work experience
____ community service/learning experience
____ placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

From the beginning of YEDPA in 1977, Washoe County CETA has planned and worked with the subcontractor, Community Services Agency, to develop a year-round comprehensive in school youth program. The program is planned to be flexible and responsive to each participant's needs. The primary goal, as with the adult program, is to teach the youth the concept of self-direction. Participants are directly responsible for their own progress. They are given plenty of back-up and reinforcement by the Counseling Teams and other program staff, but their ultimate success is a result of their own efforts.

The Personal Assessment Workshop is the backbone of the program. From that beginning point, counselors work steadily with youth to keep them on the track. Contact is maintained with school counselors regarding grades, cutting behavior and curriculum. Regular one-to-one counseling sessions are held with each participant and group counseling sessions occur twice a month. This helps to uncover problems, reinforce good work habits, and build a history of successes for the participant.

In Work Experience, each participant is evaluated on job performance. The evaluation is discussed in a three-way conference with the participant, the supervisor and the counselor. The Tutorial Program is aimed at improving basic skills, if needed, and to help with difficult subjects in which the youth needs some special attention.

OJT contracts are developed for seniors in high school who do not plan to go farther with their education, and who are mature and fairly certain of their interests. Successful in-school participants are enrolled in the Summer Program and carried concurrently as YETP and SYEP participants. Worksites are carefully chosen, and are all public or private, non-profit organizations, and many interesting jobs are available to participants.

EVALUATION/INDICATORS OF SUCCESS

Washoe County's youth programs are showing results. In a survey of 99 past participants who left the program in 1978-79, only 5% were found to have dropped out of school. In the Tutorial Program grade levels of participants showed steady improvement.

NEVADA

TITLE OF PROGRAM/ACTIVITY Jobology - Job Finding Techniques for YACC Participants

OPERATING AGENCY/INSTITUTION University of Nevada - Reno, Northern Nevada Stu. Prsnl.
Assoc.-Univ. of Nevada, Reno Reno, NV 89757

CONTACT PERSON George F. Olesinski Tel. No. (702)359-0582

TARGET POPULATION

YACC participants, 16-23, male and female

Number served: 24 **Period of time:** One day

Appropriate descriptors of the program/activity

___ recruitment
___ basic academic skills
___ job skills training
___ interpersonal and/ or life skills
___ self concept development
___ work attitudes/ habits
___ motivation
___ parent involvement
_x_ career exploration/ awareness
___ career counseling
___ employability skills
___ work experience
___ community service/ learning experience
___ placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

JOBOLOGY - a prototype course in the art of job hunting for participants of the Clear Creek YACC camp.

The program consisted of four parts:

1. How to find employment vacancies
2. How to prepare for contact with employers
3. Job applications and how to fill them out
4. Interviewing.

Tools used included federal and state employment applications, job descriptions, brochures and guides on career exploration. Staffing consisted of three instructors and an employment counselor from UNR.

EVALUATION/INDICATORS OF SUCCESS

The student assessment questionnaire indicated the workshop was of substantial interest and value. They also requested that it be permanently established and include information on effectiveness of job referral sources.

NEW JERSEY

TITLE OF PROGRAM/ACTIVITY Career Intern Program

OPERATING AGENCY/INSTITUTION Pleasantville Public Schools
209 West Washington Ave. Pleasantville, NJ 08232

CONTACT PERSON Louis Pagano, Director Tel. No. (609)645-2972

TARGET POPULATION

In-school youth (juniors/seniors) economically disadvantaged.

Number served: 40-50 Period of time: November 19, 1979 to September 30, 1981

Appropriate descriptors of the program/activity

x recruitment
basic academic skills
job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
motivation
x parent involvement
x career exploration/awareness
x career counseling
employability skills
x work experience
x community service/learning experience
x placement
x job development
staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION *

The purpose of the program is to form an educational/work linkage with County of Atlantic CETA Office and the Pleasantville Lea which addresses a need felt by the LEA.

The first objective of the program is to identify (40) junior and senior economically disadvantaged P.H.S. students having post secondary ability, interest, and potential and to expose them to a variety of experience which will increase their awareness of their potential and the opportunities available to them in post secondary education or training.

The second objective, as a result of the first, is, through a team approach comprised of the student, his parent(s), the High School Guidance counselor(s), and Project Teacher/Facilitator to form as assessment of the students' abilities and interests and to assist them in developing an Employability Development plan which would include post secondary education or training as an interim goal.

The third objective would be to select three jobs or professions within clusters that interest the student and to provide week internships in each. Evaluation of the experience(s) by the student, his parent(s), the worksite supervisor (professional) and the Project Teacher/Facilitator would assist the student in helping to determine the appropriateness of post secondary training or education to move toward eventual employment in a specific professional field or ares.

The fourth objective is follow-up which provides assistance in obtaining information about learning institutions, financial aid, scholarships, etc. and in filling out application forms, obtaining recommendations, taking necessary admission examinations, through the acceptance into a specific institution(s) and the admissions process.

TITLE OF PROGRAM/ACTIVITY Experience-Based Career Education (EBCE) Program

OPERATING AGENCY/INSTITUTION Mercer County Area Vocational-Technical Schools
1085 Old Trenton Road Trenton, NJ 08690

CONTACT PERSON Mr. Thomas J. Walls, Director of Instruction and Special Projects Tel. No. (609)586-2121

TARGET POPULATION

(1) 16-21 year old high school students, (2) a member of a family at or below 85% of the Lower Living Income Standard, or handicapped individuals, foster children, etc., (3) Residents of Mercer Co. living outside Trenton,NJ.

Number served: 6-10 Period of time: Nine and one/half months from September 3, 1980 to June 19, 1981

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services

x other
(1) academic credit,
(2) participant stipend

PROGRAM/ACTIVITY DESCRIPTION *

Program objectives:

1) To provide participants with career exploration activities at various private and public sector job sites throughout the community.
2) To combine vocational learning with academic and personal learning.
3) To provide students the opportunity to test tentative career interests and plan further education or meaningful employment.

Program description:

Experience-Based Career Education is adapted from a program design developed by the Far West Laboratory for Educational Research and Development, to serve the need of disadvantaged youth for guidance in career development and related education.

Curriculum content focuses on Career Development, Basic Skills, and Life Skills. The Career Development component offers students an opportunity to explore various career occupations in the private/public sector through observation of such jobs, instruction, and if appropriate, limited practical experience. On-site learning experiences are supplemented by career related classroom instruction in the areas of self-development, career decision-making and planning, career awareness, and career entrance skills. The Basic Skills component involves reading, mathematics, writing and oral communications skills necessary for everyday living and working, as well as for acquiring career awareness information. The life skills component emphasizes the development of interpersonal communications, inquiry and analyzation skills, problem solving skills, and decision-making skills.

The Mercer County Office of Training and Employment Services, a CETA Prime Sponsor, has subcontracted with the Mercer County Vocational-Technical Schools to administer the EBCE Program.

EVALUATION/INDICATORS OF SUCCESS

EBCE is currently in its first year of operation in Mercer County. The program will be evaluated through classroom/community site observation and through post-program results. We have high hopes for its success.

NEW JERSEY

TITLE OF PROGRAM/ACTIVITY Juvenile Awareness and Education Project

OPERATING AGENCY/INSTITUTION Lifer's Foundation, Inc. (CBO)
259 Monroe Street Clifton, NJ 07011

CONTACT PERSON Tony Rivera, Director Tel. No. (201)472-0015

TARGET POPULATION

Offsender, Educational Disadvantaged (i/s and o/s youth)

Number served: 34 Period of time: June, 1980, to present

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
____ interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

The goals of the program are to improve the academic skills, to develop a hightened career awareness/personal career "game plan", and to improve the self concept of both in-school and out of school (mainly offenders) youths with the main thrust of enhancing their future employability.

The three activities the youths are involved with are academic (basic skills/GED preparation, tutoring), personal counseling, in-house work experience.

Linkages they have established: judicial system (courts, probation), local school system (Passaic Board of Education Teacher Corps), and community.

Staffing: Director, Assistant Director, Counselor (ex-offender).

Program will continue until June, 1981.

EVALUATION/INDICATORS OF SUCCESS

1. Out of school youths returning to full time school.
2. Grade level improvement of two grade levels or obtaining High School equivalency.
3. Non-involvement with judicial system.
4. Gaining additional program training or unsubsidized placement.

TITLE OF PROGRAM/ACTIVITY On The Right Road

OPERATING AGENCY/INSTITUTION Pittsgrove Township Board of Education
R.D. #1, Elmer, NJ 08318

CONTACT PERSON Henry Bermann Tel. No. (609)358-8172

TARGET POPULATION

In-school/out-of-school youth, unemployed, economically disadvantaged.

Number served: 17-25 **Period of time:** * December 1, 1979 to September 30,1981

*Estimated date of termination

Appropriate descriptors of the program/activity

- ☒ recruitment
- ☒ basic academic skills
- ☒ job skills training
- ☐ interpersonal and/or life skills
- ☐ self concept development
- ☒ work attitudes/habits
- ☐ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☐ employability skills
- ☒ work experience
- ☐ community service/learning experience
- ☒ placement
- ☒ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION *

The goals of the program are to provide academic credit, vocational training and career guidance to high school dropouts and disadvantaged high school students. There are two parts to the program - 1) classroom academic courses and 2) classroom-related, vocational training on a job construction site. To encourage participation, students receive an allowance while they are enrolled in the program. In order to enlist students who will benefit most from the program, heavy emphasis is placed on recruitment and determination of eligibility.

The academic part of the program will take place at Schalick High School. The program's disadvantaged students, who are already enrolled at the school, will have their academic courses structured to fit their specialized needs. The school's career counselor and career center will be utilized so that individual career counseling will be available. These students will spend the morning in the academic classroom, and the afternoon receiving classroom-related, vocational training on a construction job site. High school dropouts in the program must reenter an academic course of study in order to be eligible for the "ORR" program. The school district Adult Education evening program will receive their vocational training at the construction site in the mornings. The program will have two separate groups of students on the job site so that more individualized training will be given to them.

The vocational training given to the program participants, will be the construction of an outdoor masonry building at the Schalick High School. Related skills will be taught to the students as they work on the construction project.

Preparing students to successfully enter the labor market is one of the many goals of the program. Other positive aspects would be helping students to finish high school, completing the G.E.D. course, obtaining employment. The program will be flexible so that students will be recruited for the program. Special Services such as career counseling and placement will still be available to them through the school and CETA Office even after their termination in the program.

NEW JERSEY

TITLE OF PROGRAM/ACTIVITY School to Work Transition

OPERATING AGENCY/INSTITUTION New Jersey Division of Employment Services
Rm. 1013, L & L Building Trenton, NJ 08601

CONTACT PERSON Barbara Nochumson Tel. No. (609)292-2400

TARGET POPULATION

All youth ages 16-21 are served

Number served:

Period of time: January, 1978, to present

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- x work attitudes/habits
- ____ motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

The school to work transition program provides services to area youth, but mainly to students, past students and recent graduates of 4 New Jersey high schools (a 5th has recently been added as a satellite on a part-time basis).

Employment service staff, outstationed in the high schools, provide employment counseling, job seeking skills training, career and labor market information, aptitude testing, job development and placement services to youth seeking full-time employment and also to those youth seeking part-time and summer jobs.

Procedures are established in a manner most suitable to each school environment. The program is tailored to fit the needs of the youth and to best utilize the particular talents and expertise of the employment service staff. Every effort is made to coordinate the program with the local job service office, CETA prime sponsors and other appropriate organizations. Job bank and labor market information is made available. Career information is offered through our staff and in conjunction with the extensive resources of several of the high schools' career centers. Youth are encouraged to take advantage of the program. All services are designed to provide youth with the tools to enable them to make a smooth transition from school to work.

EVALUATION/INDICATORS OF SUCCESS

It is difficult to measure the impact the program has on participating youth. Those who are placed feel that they have benefitted greatly from the program. The students seem interested and appreciative of our efforts in the classroom and on an individual basis to help prepare them for the world of work.

The participating schools are enthused about the program and all are interested in it being continued.

TITLE OF PROGRAM/ACTIVITY TITLE IV Youth Community Conservation Improvement Program (CETA) Weehawken Greentree

OPERATING AGENCY/INSTITUTION Township of Weehawken
400 Park Avenue Weehawken, NJ 07087

CONTACT PERSON Robert Cerchio Hudson Cty CETA Tel. No. (201)659-0689
71 Adams St Hoboken, NJ 07030

TARGET POPULATION

Economically disadvantaged, welfare family youth, women, school dropouts-contacted by Board of Education (between ages of 16-21)

Number served: 25 Period of time: March, 1980 to December (10 months)

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- ____ placement
- x job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

Program activities:

1. Creation of demonstration garden...of herbs, flowers, and vegetables. It would feature inexpensive container garden possibilities for low income apartment dwellers with no access to outdoor land and an information booth on weekends with bilingual crew members as staff.
2. Greenhouse management...By reusing the tools and greenhouse previously purchased, seedlings could be raised to create a demonstration garden (described previously). Rutgers Agricultural School will offer advice and relevant publications as well as personal attention to the garden's creation and operation.
3. Planning and labor for tree planting program...In March, 1979, Weehawken chose to allocate its 79-80 federal Community Development money to an urban beautification project of street tree planting and street furniture. This program will be aimed at the low income census tracts.

   Using HUD funds for materials and CETA funds for labor would combine already purchased landscaping tools, planting skills of our supervisory staff, Spanish speaking crew in predominately Spanish neighborhoods, and the use of low income workers to improve low income neighborhoods. The YCCIP project officer is also managing the tree planting program for the town, which will offer optimum coordination of efforts.
4. Continuation of first year's work...In its first year, Weehawken Greensweep cleared 25 years of debris from a mile of natural Palisades cliffs and the adjoining road. We built benches and picnic tables, painted a jobbing trail, planted flowers and kept it all clean. It has become part of Weehawken's parkland and we want to be able to continue to maintain it and to manage the Palisades flora correctly. Also planned, begun, but not completed is the clearing of the Hudson River front lot at the end of this roadway. We would like to continue our work in this area. Our greenhouse raised 800 flower plants this season for Weehawken's parks and playgrounds. With some simple construction it could be enlarged to encompass the new use of the display garden, and still provide the plants for Weehawken public lands as we did this year.

NEW JERSEY

TITLE OF PROGRAM/ACTIVITY TITLE IV Youth Employment Training Program (CETA)
Job Opportunities Bayonne High School Students (JOBS)

OPERATING AGENCY/INSTITUTION Bayonne Board of Education
29th St. and Ave. A Bayonne, NJ 07002

CONTACT PERSON Robert Cerchio, Asst. Coord. of Planning Tel. No. (201)659-0689
Hudson Co CETA, 71 Adams St., Hoboken, NJ 07030 Ext. 286

TARGET POPULATION

Economically disadvantaged youth (potential drop-outs) between the ages of 16 to 21

Number served: 110 Period of time: November 1, 1980 to July 31, 1981
(9 months)

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The JOBS Program will be mainly concerned with providing services in three main areas:

1) Job Placement- Our service in this area will be to locate and list the various openings in municipal and non-profit services in Bayonne, working closely with their agency representatives. The staff will have the responsibility of sending students to different city locations for interviewing and possible selection by city officials. The progress of the students on the job will be closely supervised by the staff. To assist the youth in making career choices they may be transferred to other jobs to give them another on the job training experience.
2) Career Counseling- Our major responsibility in this area will be to make sure the students are aware of all the employment opportunities available to them. Counseling services will include: (a) going over with the students the problems they face on the job (b) reinforcing the importance of staying in school and keeping up with their academic assignments (c) explaining and informing the students about the various CETA services available (d) informing the students about other career resources available in the community (e) explaining the advantages and opportunities of working in municipal government.
3) Career Education In-Class Program- The two major objectives for this program are (a) to improve the career decision making skills of the students and (b) to help the youth make the transition from school to work.

EVALUATION/INDICATORS OF SUCCESS

- Improvement in knowledge of jobs and resources available will be measured by a pre and post testing system.
- The mastering of career decision making skills will be measured by pre and post tests.
- By June, 1981, it is assumed 110 students will have completed 250 hours each of a constructive on the job training experience with various municipal and non-profit Bayonne agencies.

TITLE OF PROGRAM/ACTIVITY TITLE IV YETP - Youth in Administration and Work Experience and Career Exploration Program

OPERATING AGENCY/INSTITUTION Hoboken Board of Education
1115 Clinton Street Hoboken, NJ 07030

CONTACT PERSON *Robert Cerchio, Asst.Coord. of Planning* Tel. No. (201)659-0689
Hudson Co. CETA, 71 Adams St., Hoboken, NJ 07003 Ext. 286

TARGET POPULATION

15 Youth in Administration
25 Work Experience and Career Exploration Program

Number served: 40 Period of time: November 1980 to June, 1981 (8 months)

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- x motivation
- ____ parent involvement
- x career exploration/ awareness
- x career counseling
- x employability skills
- x work experience
- x community service/ learning experience
- ____ placement
- x job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Work Experience and Career Exploration Program

Students go to work on school time for which they receive academic credit. They also attend the 200 minutes per week related class. In addition they must attend their regular academic classes which meet state requirements for graduation. The program is constructed so as to provide students with an opportunity to advance academically as well as to grant them exposure to a wide range of career possibilities. Flexibility in the curriculum provides for entrances and exits.

Work experience activities include work stations in city agencies, social agencies and educational institutions. Students are employed as food service aides, recreation aides, clerical aides and maintenance aides. The program's aim is toward development of vocational skills attitudes rather than training in a particular vocation.

Youth in Administration Program

The main purpose of this program is to give disadvantaged youth the opportunity to better understand the educational system thus encouraging them to complete their high school program and perhaps go on to an institution of higher learning.

Students will be involved in such activities as preparing daily attendance, maintain records, prepare student schedules, assist director of athletics and student activities, bookkeeping, typing and general office procedures. A teacher/coordinator is responsible for the enrollees under his charge for 2 hours during the day and 1 hour after school.

EVALUATION/INDICATORS OF SUCCESS

Both programs have been in operation for a number of years and are considered to be very successful. The participants are given the opportunity to better understand the world of work and the educational system encouraging them to complete high school and perhaps go on to an institution of higher learning. It is important to note that most participants were potential "Drop-outs". However, all enrollees remained in school as a result of both programs. Finally the job related class has given them the opportunity to develop their "decision making skills."

NEW JERSEY

TITLE OF PROGRAM/ACTIVITY WIN/DYFS Careers for Youth Program

OPERATING AGENCY/INSTITUTION Division of Employment Services

Room 1013, L & I Building Trenton, NJ 08625

CONTACT PERSON Betsi Megonnell Tel. No. (609)984-6092

TARGET POPULATION

Primarily geared to serving the needs of heads of household, which does not normally include youths ages 16-21.

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
____other

PROGRAM/ACTIVITY DESCRIPTION

Since inception, the WIN Program has been primarily geared to serving the needs of heads of household which does not normally include youths ages 16-21. The WIN structure, however, lends itself to provide needed employability services to youths. Given additional resources such as Careers for Youth Funding, AFDC youths can obtain needed services at WIN location. DYFS youths were included in this project since few employability services were available to them if they were not AFDC recipients.

Careers for Youth has been in operation since May, 1978 in 4 counties. Some of the original counties have been changed as experience showed greater need in other counties. At present the program operates in Camden, Middlesex, Hudson and Mercer counties.

The central idea of the program is an individualized approach, combining all available services creatively to meet each youth's need. Careers for Youth operated within the framework of the WIN Program. The youth's participation includes assessment, counseling, orientation, skill training, intensive job search, O-J-T and job development. In addition to the above WIN services, Careers for Youth has a work experience component that pays $3.10/hour for fulltime work.

Since youths express a desire for "immediate needs gratification," earning money ($3.10/hour) several days after they start the Program has worked successfully to increase the motivational level of the youths, such as voluntary completion of GED on their own time. A positive self-image, gained through responsible employment, seems to be the turning point for these youth in actually working towards career employment.

EVALUATION/INDICATORS OF SUCCESS

Achievement vs. Goals:
Fiscal year 1978 (program started May '78):
Total enrollment: 63
Entered employment: 3
Carried over to FY '79: 58
Fiscal Year '79
Total enrollment: 144
Entered employment: 52
Carried over to FY'80: 26

TITLE OF PROGRAM/ACTIVITY Developmental Education for Voc.Ed. Students

OPERATING AGENCY/INSTITUTION Developmental Education for Voc.Ed. Students
Box 3DA, Dona Ana Branch New Mexico St. Univ. 88003

CONTACT PERSON Dr. Larry Sharp Tel. No. (505)646-4773

TARGET POPULATION

Academically and/or economically disadvantaged applicants and students enrolled in Voc. Ed. programs. Students must be 16 years or older.

Number served: 880 Period of time: January 1, 1980 to September 3, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
___ self concept development
x work attitudes/habits
___ motivation
___ parent involvement
x career exploration/awareness
x career counseling
___ employability skills
___ work experience
___ community service/learning experience
___ placement
___ job development
___ staff upgrading
___ interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Goals include developing a learning center mode to provide academic and life management skills instruction and materials for Voc. Ed. students in an individualized, open-entry/open-exit mode. Activities involve pretesting and surveying applicants and students in basic skills, job aptitude, temperament and interest, and life management skills. Instruments used are the California Test of Adult Basic Ed. (TABE), Voc. Aptitude, Temperament and Interest Survey (VITAS) and the Adult Performance Level Survey (APL), Students are counseled about results and individual instruction plans developed. Tutors and materials are provided in the learning center. The Voc. programs are provided summaries of student programs. Liaison with Vocational Education programs enables establishment of necessary requirements of academic skills.

EVALUATION/INDICATORS OF SUCCESS

Post-testing with the parallels form of the TABE is used to determine change in basic academic skills. Higher test scores indicate a greater likelihood of retention job success.

NEW MEXICO

TITLE OF PROGRAM/ACTIVITY Developmental Education for Vocational Students

OPERATING AGENCY/INSTITUTION Eastern New Mexico University - Clovis
Schepps Blvd. Clovis, NM 88101

CONTACT PERSON Zeke Martinez Tel. No. (505)769-2811

TARGET POPULATION

Number served: 60-70 Period of time: 11 month school year

Appropriate descriptors of the program/activity

- ____recruitment
- _x_ basic academic skills
- ____job skills training
- _x_ interpersonal and/or life skills
- ____self concept development
- _x_ work attitudes/habits
- _x_ motivation
- ____parent involvement
- ____career exploration/awareness
- ____career counseling
- _x_ employability skills
- ____work experience
- ____community service/learning experience
- ____placement
- ____job development
- ____staff upgrading
- ____interagency coordination
- ____support services
- ____other

PROGRAM/ACTIVITY DESCRIPTION

To provide developmental instruction in the basic skills areas to vocational or prospective vocational students who are deficient as determined by testing (T.A.B.E.).

All instruction is to be individualized. No specific time is set as each person will work at his/her own pace and will be tested periodically to see if he/she has met his objectives.
Instruction will be in a classroom adjacent to the Adult Learning Center.
One part-time person is instructing in all 3 areas.

EVALUATION/INDICATORS OF SUCCESS

Students are post-tested after instruction. If the predetermined minimum score is reached, the student is returned back to his vocational class.

TITLE OF PROGRAM/ACTIVITY Developmental Education Responsibility Language

OPERATING AGENCY/INSTITUTION Developmental Education, Box 3DA
Dona Ana Branch, New Mexico St. Univ. 88003

CONTACT PERSON Dr. G. Lawrence Sharp Tel. No. (505)646-4773

TARGET POPULATION

Academically and/or economically disadvantage Voc. Ed. Students are 16 years of age.

Number served: 25 Period of time: January 27, 1981 to April 9, 1981

Appropriate descriptors of the program/activity

- x recruitment
- basic academic skills
- job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- parent involvement
- career exploration/awareness
- career counseling
- x employability skills
- work experience
- community service/learning experience
- placement
- job development
- x staff upgrading
- interagency coordination
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION

Goals involve the use of Responsibility Language (RL) to increase responsible language and behavior around life management skills. These skills are focused to a degree on the obtaining and retaining of employment. These same skills will be further developed with staff and faculty selected for facilitator training, increasing efficiency of communication and action. Activities include training a Responsibility Language Systems Inc. trainer. This will be followed by a pilot project with 25 students. The (RL) workshop for the 10 faculty and staff members covers 40 hrs. in 5 days. The Pilot Project will cover 40 hrs. in 10 wks., 4 hrs. a week. Learning methods involve 3 steps: 1) Students are exposed to (RL) and Failure Language (FL) patterns through lecture and discussion, 2) (RL) Behavior and language are modeled and demonstrated by the facilitators and through practical assignments given during training are made relevant to the student, 3) Verbal oral excercises are part of each training session to facilitate a quick and accurate transition and incorporation of (RL) into the students' behavior. Teaching methods include role playing, oral repetition and written excercises, mini-debates, critiqueing audio and video tapes, and give and take discussions. Two of the 10 facilitators are delivering the program initially. The others are going to facilitate in the future.

EVALUATION/INDICATORS OF SUCCESS

Through standard tests based on the listed objectives of each segment or proficiency area. Entry-Exit indexes will also be administered. These are parallel form, 20 item instruments in multiple choice format, one of the four answers is a RL current response. Self-concept and focus of control measure will also be analized.

The materials and facilitator training were purchased from Responsibility Language Systems, Inc., P.O. Box 95158, Executive Park, Atlanta, GA 30347.

NEW MEXICO

TITLE OF PROGRAM/ACTIVITY Services for Disadvantaged Students

OPERATING AGENCY/INSTITUTION Albuquerque Technical-Vocational Institute
525 Buena Vista, SE Albuquerque, NM 87106

CONTACT PERSON Doug Swift Tel. No. (505)843-7250
Ext. 230

TARGET POPULATION

Academically disadvantaged students

Number served: 909 Period of time: Current trimester (fall 1980)

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- ____ career exploration/awareness
- ____ career counseling
- ____ employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

The Preparatory Program is designed for students whose mathematics and/or communications skills are considered to be below the level which provides a reasonable probability of success in a vocational major. Full-time students are in class 20 to 30 hours per week for one or two trimesters. Mathematics, communications, and exploration in a selected vocational major are emphasized with a variety of supporting courses. A part-time, evening preparatory program in mathematics is offered at one of the campuses. A total of 909 students are enrolled during the current trimester. The staff includes 37 teachers, 4 aides, 2 counselors, and supporting administrative and clerical personnel.

A reading lab, a math lab, and a communications lab are available to all students who need additional assistance. Self-paced instructional modules and tutorial assistance are provided in the labs.

The Adult Learning Center maintains audio-visual and other self-paced instruction available to all persons in the community whether or not enrolled in the Institute. Trained personnel assist in developing individual study programs. Instruction is available in basic education and vocational areas.

EVALUATION/INDICATORS OF SUCCESS

Preparatory Program: successful completion of first trimester of a vocational major. Recent research compared academically-disadvantaged students who had completed the Preparatory Program with nondisadvantaged counterparts in terms of completion of vocational major, initial and long-term employment success (copy available on request).

NEW MEXICO

TITLE OF PROGRAM/ACTIVITY Special Services for Disadvantaged Indian Youth

OPERATING AGENCY/INSTITUTION Albuquerque Technical-Vocational Institute
525 Buena Vista, SE Albuquerque, NM 87106

CONTACT PERSON Doug Swift Tel. No. (505)843-7250
Ext. 230

TARGET POPULATION

Disadvantaged Indian Youth

Number served: **Period of time:** New service

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☒ basic academic skills
- ☒ job skills training
- ☐ interpersonal and/or life skills
- ☐ self concept development
- ☐ work attitudes/habits
- ☐ motivation
- ☐ parent involvement
- ☐ career exploration/awareness
- ☐ career counseling
- ☐ employability skills
- ☐ work experience
- ☐ community service/learning experience
- ☐ placement
- ☐ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

Indian students suffer a higher attrition rate from the Institute than do other students. This is believed to be attributable to cultural and communications barriers. Services will include bilingual, remedial, and vocational education instruction and counseling, referral and placement for Indian youth. Instructional services will be provided in mainstreamed settings with self-contained, small-group instruction and counseling as appropriate. Services will be provided where needed: within the Preparatory Program and in vocational major programs. In addition, "regular" teachers and aides will be assisted in developing and using instructional strategies best suited to the needs of individual students. Staff will consist of a coordinator/counselor, two instructors, and three FTE instructional aides, all preferably bilingual in a native American language of the area and in English. The services were developed in conjunction with the National Indian Youth Council. Funding was received only recently; hiring of staff is in progress.

EVALUATION/INDICATORS OF SUCCESS

Successful completion of vocational major, job placement, and success on the job.

NEW MEXICO

TITLE OF PROGRAM/ACTIVITY Special Vocational Services

OPERATING AGENCY/INSTITUTION Albuquerque Technical-Vocational Institute
525 Buena Vista, SE Albuquerque, NM 87106

CONTACT PERSON Doug Swift Tel. No. (505)843-7250
Ext. 230

TARGET POPULATION

Handicapped adults

Number served: 83

Period of time: Current trimester (fall 1980)

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Special Vocational Services are provided by a diagnostician/counselor/coordinator, 2 1/2 teachers, and 3 instructional aides who are trained and experienced in providing special education for adult handicapped students. Most of the handicapped students who are in need of additional services are provided within the Preparatory Program which is designed for students whose math and/or communications skills are below the level considered necessary for reasonable assurance of success in a vocational major. Most services are provided in a mainstreamed setting whether in the Preparatory Program or in a vocational major; additional tutoring and self-contained services are provided when appropriate. Special educational personnel also provide assistance to regular instructors and aides in developing and using appropriate teaching methodologies. Special education personnel also are responsible for job development and providing placement and transition assistance to employee (nee student), employers, and fellow workers. Close cooperation is maintained with other community agencies which provide support and assistance to handicapped persons. In addition to the 83 students receiving services on a regular basis, the Institute currently has over 100 other handicapped students who receive additional services as needed.

EVALUATION/INDICATORS OF SUCCESS

Successful completion of vocational major, job placement, and success on the job.

TITLE OF PROGRAM/ACTIVITY Alternative Education and Employment Program

OPERATING AGENCY/INSTITUTION P.E.A.C.E., Inc.

117 Gifford Street Syracuse, NY 13202

CONTACT PERSON Kathy Campbell Tel. No. (315)473-5690

TARGET POPULATION

The program served 16 through 19 year old out of school youth.

Number served: 37 Period of time: January, 1980 to September 30, 1980

Appropriate descriptors of the program/activity

- ___ recruitment
- ___ basic academic skills
- _x_ job skills training
- ___ interpersonal and/ or life skills
- ___ self concept development
- _x_ work attitudes/ habits
- _x_ motivation
- ___ parent involvement
- ___ career exploration/ awareness
- ___ career counseling
- _x_ employability skills
- _x_ work experience
- _x_ community service/ learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

The program was designed to provide work experience and job related training for youth, and at the same time, to fully rehabilitate one residential structure.

In a classroom setting, youth received instruction in carpenter's math for two hours every Monday and Tuesday. The classes consisted of lectures, use of carpentry tools, and bi-weekly tests.

Youth also received individualized training at the job site in the following areas: use of tools and machines, on the job safety, material handling, employee responsibility and job awareness.

Through their work experience youth acquired skills in carpentry, plumbing, masonry, roofing, siding, weatherization, insulation, wiring, interior finishing and home maintenance.

On an average, youth participate in this program from 3 to 6 months.

EVALUATION/INDICATORS OF SUCCESS

The youths worksite progress is evaluated on a weekly basis by the program supervisor. Written bi-weekly tests are given to the youth as part of the carpenter's math course. Plus, the number of youth determined job ready and the number of youth who enter employment in a field related to this program determine the success of the program.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Bilingual Recruitment and Vocational Opportunity "BRAVO"

OPERATING AGENCY/INSTITUTION New York City Board of Education
65 Court Street - Brooklyn, New York 11201

CONTACT PERSON Renee C. Sherline, Director Tel. No. (212)522-4113

TARGET POPULATION

11th grade bilingual students (Spanish/English) who are identified as disadvantaged potential dropouts and/or deficient in English speaking abilities.

Number served: 60 Period of time: One year - VEA Funding

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Project BRAVO is a program designed to upgrade occupational and language skills for 11th grade bilingual students (Spanish/English - 16-19 years of age) in selected schools, who are disadvantaged, potential dropouts and/or deficient in English speaking abilities.

The school curriculum is designed to provide intensive instruction and practice in electric typewriting, clerical practice, record keeping, etc. as well as communications skills. The training prepares students to work as typists, file clerks, medical clerks, receptionists, bookkeeping clerks, etc., in the international world of work and in Civil Service.

A part-time paid work experience requiring bilingual office skills is supplied as soon as the student's skills reach entry level employability levels.

Students in need of supportive services are recommended to the Personal Growth Laboratory -- a one-week workshop in human relations and/or a Skills Training Center for intensive upgrading of occupational and/or communications skills.

As has been proven, the carrot of a paid job is the powerful motivation for retaining students in school until graduation.

EVALUATION/INDICATORS OF SUCCESS

a. Six Months Follow-up Studies of Graduates indicated that 93.6% of students are working and/or attending school after graduation.

b. Comparative studies of BRAVO classes vs. regular classes indicate that BRAVO students have better attendance, punctuality and school grades after joining the program.

TITLE OF PROGRAM/ACTIVITY Board of Cooperative Educational Services

OPERATING AGENCY/INSTITUTION 4701 Hardt Rd.
Eden, NY 14057

CONTACT PERSON Donald Grasso   Tel. No. (716)992-3413

TARGET POPULATION

16-21, In-school. Special emphasis on handicapped.

Number served: 390   Period of time: March 30, 1978 to December 1, 1980

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
____ support services

x other
Use of T.J.T.C. for placement of handicapped.

PROGRAM/ACTIVITY DESCRIPTION *

By placing youngsters in a work experience program which closely matches their desires and academic preparation, the program can make them more salable to the job market and decrease the burdens placed on local communities faced with large numbers of unemployed youth.

Goals:
1. To encourage students to complete high school.
2. To place youngsters within a work experience program enabling them to gain hands on experience thus making them more employable.
3. To provide guidance and knowledge development in the areas job values and employment are seeking skills.

Objectives:
1. To observe and provide formal learning experience a minimum of 2 1/2 hours per month per participant.
2. Place 80% of the youth graduating from the program in unsubsidized employment who are not in a program which continues their training.
3. Maintain 100% of our alloted job slots.
4. 90% of those students served complete the school year.
5. Strive to place youth in positions which provide at least minimum wage, a career lattice and are career related.
6. Establish measurable procedures to determine program success and lay the foundation for sound and positive program changes.

EVALUATION/INDICATORS OF SUCCESS

Number of students who received credit:
42 as of June, 1980
First awarded credit in Nov., 1979
Number of students who got jobs:
1978 16 graduates
1979 29 graduates
1980 39 graduates
Number of T.J.T.C. placements:
15 as of December 1, 1980

NEW YORK

TITLE OF PROGRAM/ACTIVITY BOCES Basic Skills Remediation Program

OPERATING AGENCY/INSTITUTION Board of Cooperative Educational Services (BOCES)
6820 Thompson Road Syracuse, NY 13211

CONTACT PERSON Kathy Campbell Tel. No. (315)473-5690

TARGET POPULATION

The program was targeted to 16 through 21 year old out-of-school youth who were economically disadvantaged and residents of the City of Syracuse.

Number served: 29 Period of time: October, 1979 to September, 1980

Appropriate descriptors of the program/activity

- ____ recruitment
- __x__ basic academic skills
- __x__ job skills training
- __x__ interpersonal and/or life skills
- ____ self concept development
- __x__ work attitudes/habits
- __x__ motivation
- ____ parent involvement
- __x__ career exploration/awareness
- __x__ career counseling
- __x__ employability skills
- __x__ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- __x__ other
  Individualized training

PROGRAM/ACTIVITY DESCRIPTION

The BOCES Basic Skills Remediation Program was designed to offer a combination of remedial education and work experience related to each of the participants career goals.

BOCES profided individualized remedial instruction in math, reading, grammar and job preparation skills and the New York Air National Guard at Hancock Air Base provided work experience in drafting, key punching, clerical skills, clinical nursing, packaging and warehousing, auto mechanics/auto body, and security.

The program operated Monday through Friday from 8:00 a.m. until 3:15 p.m. Youth received up to 3 1/2 hours a day of remedial instruction and gained work experience the remainder of the day. The amount of time a youth spent in remedial instruction each day was determined by the needs of the individual youth.

EVALUATION/INDICATORS OF SUCCESS

Tests are used to measure the academic levels of youth before, during and after the program. The reading and math scores for a youth in this program usually increase two or more grade levels.

In addition, youth gain work experience, motivation, and knowledge of the responsibilities of the world of work.

TITLE OF PROGRAM/ACTIVITY CETA Title IV YETP In/School and Out/School

OPERATING AGENCY/INSTITUTION St. Lawrence County Employment and Training Program
Outer Main Street Canton, NY 13617

CONTACT PERSON David Lord Tel. No. (315)379-2291

TARGET POPULATION

42% High School Students (ages 15-21); 35% High School Graduates; 23% High School Dropouts; 7% Handicapped; 11% Offenders; 21% Public Ass't Recipients: 94% "Poor"; 47% Males; 53% Female.

Number served: 230 Period of time: October 1, 1979 to September 30, 1980
Average Time: 4 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
_x_ career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Goals: To help youth in career decision-making and facilitate their entrance into the labor market.

Staff: Coordinator, 4 counselors.

Curriculum: I. Values Clarification: Career and Choices; Effective communications; Values; Personal Needs; Initiative testing.

II. Career Planning Options: Understanding the decision-making process; Alternatives; Anticipating Job Prospects.

III. Job Search Techniques: Organizing Oneself; Resume Preparation & Review; Application & Cover Letters; Attitudes & Goals.

IV. Putting It Together: Exits From the Main Thoroughfare; Communications Unlimited; You Can't Get There From Here?; Road to Anywhere; Initiative Testing.

V. Putting It Together: Tax Preparation; Human Rights; Budgeting, Keeping a Checkbook.

Instruction: Workshops Groups II, III and V given in small groups (5-20) in local community area. Workshop Groups I and IV given to larger groups (60-80) in a rustic camp setting (Communal living for 2 or 3 days at a time).

EVALUATION/INDICATORS OF SUCCESS:

1. Majority of youth make career goals.
2. Majority of youth initiate the first steps of their career plan.
3. Majority of youth terminate positively at close of program -- entering school, work, military, etc.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Classroom Training Program in Bank Teller/Ins. Clerk

OPERATING AGENCY/INSTITUTION Ulster County CETA
240 Clinton Ave. Kingston, NY 12401

CONTACT PERSON Barbara Sorkin Tel. No. (914)339-5430

TARGET POPULATION

Number served: 12-15 Period of time: 18-24 weeks

Appropriate descriptors of the program/activity

___ recruitment
_x_ basic academic skills
_x_ job skills training
___ interpersonal and/ or life skills
___ self concept development
_x_ work attitudes/ habits
___ motivation
___ parent involvement
_x_ career exploration/ awareness
_x_ career counseling
_x_ employability skills
_x_ work experience
___ community service/ learning experience
___ placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

The goal of this program is to prepare 12-15 CETA eligible youth for the bank teller/insurance clerk field. This program is designed to provide the trainee with the academic and vocational skills necessary to obtain an entry level job in a bank savings and loan institution or accounting and bookkeeping or any other financial operations department of various businesses and agencies. The participants are provided with the opportunity to combine their classroom training with subsidized work in a private or public not-for-profit agency or pursue their high school equivalency at the Adult Learning Center. They also receive support services including individual and career counseling through CETA and assistance in securing unsubsidized employment following their program participation through the operating agency.

TITLE OF PROGRAM/ACTIVITY Cooperative Work Experience

OPERATING AGENCY/INSTITUTION Yonkers City School District
145 Palmer Road Yonkers, NY 10701

CONTACT PERSON Mr. Alonso Boero Tel. No. (914)963-4567
Mr. Herbert Herbst Ext. 201

TARGET POPULATION

All eligible 11th and 12th grade students enrolled in occupational education courses. Students are accepted on a volunteer basis. Teacher recommendations are solicited.

Number served: 110 Period of time: 10 months

Appropriate descriptors of the program/activity

- x recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- ___ self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ___ community service/learning experience
- x placement
- x job development
- ___ staff upgrading
- x interagency coordination
- x support services

1.Placement & Follow-up, 2. Advisory Council for Occupational Education, 3. Pupil Personnel

PROGRAM/ACTIVITY DESCRIPTION

The Cooperative Work Experience Program provides secondary occupational education students with an opportunity to acquire job related experience while completing their formal education. An agreement is negotiated between the school and the employer and involves job related experiences and career counseling activities planned and supervised by both parties. The student is paid by the employer. The student is required to maintain a record of work related activities and schedules. Over 200 prospective employers are contacted each year and solicited for jobs. The program is staffed by the Cooperative Work Experience counselor.

EVALUATION/INDICATORS OF SUCCESS

The program is evaluated by students, employers and the school district. Success is determined by the students' adjustment to the job and employers satisfaction. In addition, attendance in school and at work is recorded.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Dance Program: An Occupational Training Tool

OPERATING AGENCY/INSTITUTION Southern Westchester BOCES
65 Grasslands Rd. Valhalla, NY 10595

CONTACT PERSON Donna M. Santa, Director Tel. No. (914)761-3400

TARGET POPULATION

Number served: 200 Period of time: 20 weeks

Appropriate descriptors of the program/activity

___ recruitment
___ basic academic skills
___ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
___ career exploration/awareness
___ career counseling
___ employability skills
___ work experience
___ community service/learning experience
x placement
___ job development
___ staff upgrading
___ interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

The popular dance program at the Mid-Western Center for Occupational Education in Valhalla, NY is designed to improve students' self-confidence and enable them to better handle job interviews and relations with supervisors.

The dance program began in 1978 with the goal of helping students who were enrolled in the Basic Occupational Education Program of the Southern Westchester Board of Cooperative Educational Services (BOCES)

Begun with 85 students, the dancing program now has 200 participants, including 20 deaf students. Divided into groups of about 12, the students meet once a week for a 50 minute session. The program lasts 10 weeks. Those students needing further development are assigned to another 10-week course. During the first eight weeks, boys and girls dance in separate groups; the last two sessions are co-ed.

Student dancers learn at their own rate, yet they are dependent upon the group for ultimate success. Thus, they gain a sense of group consciousness, a sense of belonging. At the end of each 10-week program, the entire dance class demonstrates its new found skills in a staged performance before the rest of the school. The program's best dancers perform opening numbers for the school's fashion show, an event put on for a large group of local business parents, employers and others.

EVALUATION/INDICATORS OF SUCCESS

The benefits of dance for these students are reflected in their comments and those of their parents, in the observations of their dance instructors and other teachers, and in the videotapes of simulated job interviews taken of them before and after the dance classes. The interviews are conducted by placement counselors using realistic scenarios.

TITLE OF PROGRAM/ACTIVITY "Graduation, Learning, Employment, Achievement and Motivation" (GLEAM)

OPERATING AGENCY/INSTITUTION New York City, Board of Education, Office of Coop. Ed.
65 Court Street Brooklyn, NY 11201

CONTACT PERSON Renee C. Sherline, Director Tel. No. (212)522-4113

TARGET POPULATION

12,500 disadvantaged, limited English speaking, and handicapped 11th and 12th graders (aged 16 to 19) 80% of the enrollees are from minority groups.

Number served: 12,500 Period of time: One - VEA Funding

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- community service/learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- support services
- x other

PROGRAM/ACTIVITY DESCRIPTION

"GLEAM" is designed to provide in-school instruction, special supportive services and paid on-the-job work experience for the target population of more than 12,500 11th and 12th year students enrolled in the Cooperative Education Program in 85 high schools in all the boroughs of New York City.

The major components of GLEAM are as follows:

Job Placement - Matching students' skills and interest to employment requirements; preparing and sending each student to a company or agency for job interviews.

Job Development - Locating suitable work stations for entry level employment for job-ready student workers; industry/education partnership.

Personal Growth Laboratory - Upgrading students' interpersonal and communication skills through one week workshops in human relations for selected groups of students.

Skills Training Centers - Improving students occupational and job related skill to the level required by the world of work.

The mission of the program is to help students prepare for successful careers in the world of work, both as part-time students and full time workers after graduation.

EVALUATION/INDICATORS OF SUCCESS

a. Six Months Follow Up Studies of Graduates indicated that 93.6% of students are and/or attending school after graduation.

b. Comparative studies of Cooperative Education vs. regular classes indicate that co-op students have better attendance, punctuality and school grades after joining the program.

NEW YORK

TITLE OF PROGRAM/ACTIVITY The Multi-Occupational Learning Experience

OPERATING AGENCY/INSTITUTION Broome-Delaware-Tioga BOCES
R.D. #1, West Hill Rd. Vestal, NY 13850

CONTACT PERSON Mr. Michael John Kost Tel. No. (607)748-3326

TARGET POPULATION

12-18 yr. old disadvantaged, PSEN, handicapped (EHM, EH, LD), behavioral problem youngsters.

Number served: 173 Period of time: 10 months

Appropriate descriptors of the program/activity

recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
work experience
community service/learning experience
placement
job development
staff upgrading
x interagency coordination
x support services
other

PROGRAM/ACTIVITY DESCRIPTION

Pr. Obj.: To provide youngsters with concrete, hands-on occupational exploratory and basic job skills development. To develop the vocational reading, mathematical and life skills of youngsters; to provide youngsters with personal and career guidance on both individual and group levels.

Activities:

1. Youngsters are given 1 1/2 hrs., 5 days/wk. hands on experience in several occupational career clusters.
2. Youngsters are given 1 1/2 hrs., 5 days/wk. developmental reading, mathematical and life skills activities within our instructional materials center including 20 minutes or computer assisted instruction.
3. Youngsters participate in the Comprehension Occupational and Training System which includes assessments in Job Matching, Work Samples, Life Skills and employability attitudes and consultations with the counselor on a regular basis.

EVALUATION/INDICATORS OF SUCCESS

Evaluated yearly by the Bureau of Vocational Education and State Education Department. Only program in state to receive federal funding (ARC) for 6 continuous years.

TITLE OF PROGRAM/ACTIVITY Occupational Education Placement Program

OPERATING AGENCY/INSTITUTION Greene #2 BOCES
Stamford, NY 12167

CONTACT PERSON Margaret W. Sloan Tel. No. (607)286-7715

TARGET POPULATION

High school seniors enrolled in occupational education

Period of time: 1979-1980 school year

Appropriate descriptors of the program/activity

☐ recruitment
☐ basic academic skills
☒ job skills training
☒ interpersonal and/or life skills
☐ self concept development
☒ work attitudes/habits
☒ motivation
☐ parent involvement
☒ career exploration/awareness
☒ career counseling
☒ employability skills
☒ work experience
☐ community service/learning experience
☒ placement
☐ job development
☒ staff upgrading
☐ interagency coordination
☐ support services
☐ other

PROGRAM/ACTIVITY DESCRIPTION

One of the primary goals of the placement program is to prepare the seniors enrolled in occupational education with adequate job seeking and job keeping skills to enable them to make a successful transition from school to the world-of-work.

In addition the seniors are placed on a two-week trade related work-experience which enables them to use their trade skills in a realistic demanding setting and experience the employee-employer relationship

The final goal, of course, is to assist the graduate in locating and securing trade related employment.

EVALUATION/INDICATORS OF SUCCESS

Each graduate of both NCOC and OAOC was contacted by the Placement Coordinator between June 1980 and October 10, 1980 to determine his or her career status. The status of 100% of the 225 graduates is known. 44% of the graduates are employed, 5% of the class is unemployed 7% are unavailable for employment due to marriage, family responsibilities or other reasons. 32% are continuing their education and 13% have entered military service.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Placement Assistance

OPERATING AGENCY/INSTITUTION Schuyler-Chemung-Tioga BOCES Vocational-Technical
431 Philo Road Elmira, NY 14903

CONTACT PERSON J. Austin Edsall (Placement Officer) Tel. No. (607)739-3581

TARGET POPULATION

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Objectives:
1. Development of dialogue with business, industry, and the public sector, thereby facilitating the successful entry of students into the labor market.
2. Placement and follow-up activities for all students commensurate with their aptitudes, abilities, and skills.
3. Career Education activities to assist students to obtain and retain employment upon their leaving school.
4. Development of a pilot internship program for all vocational clusters.
5. Coordination of all work experience programs for vocational students.

Job Placement Evaluation

Any program appraised should involve students, employers, instructors, counselors, parents and community groups.

Certainly the most elementary form of evaluation would be an analysis of the number available for employment and the number placed on jobs. Data related to business contacts, job referrals, special program development, and retention or up-grading on the job might be included in an evaluation format.

Areas such as reduction of dropouts, improvements of community relations, expansion of vocational programming and decreasing youth dissatisfaction, might also be considered in evaluation. Vocational education should benefit to the extent that students will be better informed and make more realistic career decisions, as a result of job placement services.

Forms and procedures for the evaluation process would be developed prior to the implementation of the program. It is expected that data would be maintained related to placements, follow-ups and business-industry contacts.

Evaluation data can be utilized for curriculum modification, inservice training, newspaper, television reports, as well as for the modification of the placement service.

TITLE OF PROGRAM/ACTIVITY Respiratory-Therapy Assistant Program

OPERATING AGENCY/INSTITUTION Ulster County CETA - Benedictine Hospital
240 Clinton Ave Kingston, NY 12401

CONTACT PERSON Barbara Sorkin Tel. No. (914)339-5430

TARGET POPULATION

Number served: 3 Period of time: 18-24 months

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
__x__job skills training
____interpersonal and/or life skills
____self concept development
__x__work attitudes/habits
____motivation
____parent involvement
____career exploration/awareness
____career counseling
____employability skills
__x__work experience
__x__community service/learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION

This is an innovative classroom training program which offers the opportunity for three participants to work in a hospital environment and receive training in the field of respiratory therapy. Due to the lack of schools offering such programs, respiratory therapy practitioners are in heavy demand across the country. After a training period of about eighteen months, the assistants will be able to perform routine treatments, calibrations and maintenance of equipment, EKG traces and a complete spectrum of respiratory therapy treatments dealing with gases, oxygen, aerosols, etc. This training can lead to a full-time fulfilling job in the area hospitals or a continuation of education in this field. In addition, the participants continue to receive support services, which includes career and personal counseling through CETA.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Summer Adolescent Vocational Exploration (SAVE)

OPERATING AGENCY/INSTITUTION NYS Dept. of Labor, CETA Operations Division
Bldg. #12, State Campus, Albany, NY 12240

CONTACT PERSON Virgil H. Hodges Tel. No. (518)457-1973

TARGET POPULATION

Primarily 14-15 yr. olds, economically disadvantaged with limited career awareness.

Number served: 3,200 Period of time: 30 weeks

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- ___ job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- ___ employability skills
- ___ work experience
- x community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- x interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

Measurable Goals:
85% of the participants to complete the program. 90% of the participants completing the program will experience, as demonstrated by a pre and past assessment, significant increases in career awareness skills.

Approach:
Joint delivery of services by Community Based Organizations, State Education Department and private and public employers. Participants were enrolled in an eight week, four day per week program. Specifically, the first week was enrollment, orientation and assessment. The CBO's arranged for participants to receive 12 hours per week of classroom training in Career Education and 12 hours per week of related field visits and seminars for three weeks. During the next three weeks, the participants continued classroom training for 12 hours per week and spent 12 hours per week at the vocational exploration sites. This was followed by a week of post assessment, EDP completion and follow-up planning and evaluation. During the final fourteen weeks, counseling and follow-up were provided to the participants.

EVALUATION/INDICATORS OF SUCCESS

All program statistics are not available yet; however, participants demonstrated an increase in reading levels, the program operated with a 98% attendance level and measurable attitude changes were noted by both the service deliverers and parents of participants.

TITLE OF PROGRAM/ACTIVITY Teen Mother Booklet

OPERATING AGENCY/INSTITUTION Ulster County CETA
240 Clinton Ave Kingston, NY 12401

CONTACT PERSON Barbara Sorkin Tel. No. (914)339-5430

TARGET POPULATION

Number served: 6 Period of time: 1000 hours

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- _x_ job skills training
- _x_ interpersonal and/or life skills
- _x_ self concept development
- _x_ work attitudes/habits
- ____ motivation
- ____ parent involvement
- ____ career exploration/awareness
- _x_ career counseling
- ____ employability skills
- _x_ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Through a collaborative effort involving two Ulster County agencies, the CETA Youth Employment Center and the YWCA, a publication entitled; "Our Story: Teen Mothers Talk" was created. Young teenage mothers were employed under CETA to write and publish the booklet and at the same time received training, counseling, child care, support services and job placement assistance following program completion. The training was designed to increase the participants skills in order to enable them to become more self-sufficient. The publication enabled the mothers to share their feelings and experiences with pregnancy, delivery and motherhood and was distributed free of charge in Ulster County.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Title IV SYEP (Summer Youth Employment Program)

OPERATING AGENCY/INSTITUTION New York State - Balance of State

Bldg. #12, State Campus Albany, NY 12240

CONTACT PERSON Virgil H. Hodges Tel. No. (518)457-1973

TARGET POPULATION

Age 14 - 21 -- all economically disadvantaged minority groups include Blacks, Hispanics and American Indians and Alaskan Natives. Target groups include dropouts, potential dropouts, females, handicapped, single parents and offenders.

Number served: 5153 **Period of time:** 3 months -- July through September, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services

x other participant's transportation, child-care, assessment.

PROGRAM/ACTIVITY DESCRIPTION *

Goals of the Summer Youth Employment Program include structured, supervised, meaningful work-experience, labor market orientation, introduction to the world of work, career exposure, income, encouragement to remain in school, and ancillary benefits to the community. The activities are work experience for the majority on the job training for a few and remedial education on an as needed basis.

The other questions are not applicable to the BOX-SYEP program. All youth programs vary in staffing. Some are county operated/some are subcontracted to Community Based Organizations, BOCES, etc.

EVALUATION/INDICATORS OF SUCCESS

Program activity for SYEP, YCCIP and YETP is quantifiably evaluated by determining cost per positive termination and entered employment and rates for positive termination and comparing these costs and percentages with BOS parameters.

Non quantifiable goals are numbers of youth returning to school, increasing educational level, obtaining high school equivalencies and receiving academic credit.

TITLE OF PROGRAM/ACTIVITY TITLE IV YCCIP FY '80 Youth Com. Consrv. & Imprv. Proj.

OPERATING AGENCY/INSTITUTION New York State - Balance of State
Bldg. #12, State Campus Albany, NY 12240

CONTACT PERSON Virgil Hodges Tel. No. (518) 457-1973

TARGET POPULATION

Age 16-19 preference given to economically disadvantaged. Race and target groups are the same as SYEP

Number served: 311 Period of time: up to 10 months

Appropriate descriptors of the program/activity

x recruitment
___ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
x other

PROGRAM/ACTIVITY DESCRIPTION

Program goals for YCCIP are to: provide training related to development of specific skills for the job; training and skills that are salable in the unsubsidized job market and economic self sufficiency to the participants while providing tangible benefits to the community.

Activities in YCCIP are: work experience, remedial education and classroom training provided are carpentry, electrical wiring, masonry, weatherization, glazing, metal shopskills, and use of tools. Youth also learn job safety techniques.

Instruction is often a combination of hands-on work experience with qualified site supervisors and classroom training at institutions such as BOCES and community colleges.

EVALUATION/INDICATORS OF SUCCESS

Program activity for SYEP, YCCIP and YETP is quantifiably evaluated by determining cost per positive termination and entered employment and rates for positive termination and comparing these costs and percentages with BOS parameters.

Non quantifiable goals are numbers of youth returning to school, increasing educational level, obtaining high school equivalencies and receiving academic credit.

NEW YORK

TITLE OF PROGRAM/ACTIVITY TITLE IV YETP FY'80 (Youth Emplmt. & Trng Pro.)

OPERATING AGENCY/INSTITUTION New York State - Balance of

Bldg. #12, State Campus Albany, NY 12240

CONTACT PERSON Virgil Hodges Tel. No. (518)457-1973

TARGET POPULATION

Same as SYEP - with the addition of veterans

Number served: 3,269 Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

x recruitment

x basic academic skills

x job skills training

x interpersonal and/or life skills

x self concept development

x work attitudes/habits

x motivation

parent involvement

x career exploration/awareness

x career counseling

x employability skills

x work experience

x community service/learning experience

x placement

x job development

staff upgrading

x interagency coordination

x support services

Participant transportation, childcare, health and medical insurance assessment (COATS, COLCON, SINGER, ALE)

PROGRAM/ACTIVITY DESCRIPTION

Goals of the Youth Employment and Training Program are to: enhance job prospects and career opportunities, encourage youth to remain, in or return to school, develop positive work attitudes, acquire marketable skills, obtain academic credit for participation, obtain GED's and provide community services and foster community affiliation.

The activities are: on-the-job training (usually through the NYS Job Service), Classroom training, both skill and remedial education, provided in classrooms and on an individual basis, work experience, transition services (services designed to assist youth to move from school to work such as, assessment, counseling, labor market orientation, literacy training, job sampling, job restructuring, job development and placement, outreach for women & minorities, childcare, participant transportation, child care) and Career Employment Experience, which is a combination of work experience on OJT and transition services. Programs are staffed by County CETA personnel or sub-contracted to BOCES or CBO's.

EVALUATION/INDICATORS OF SUCCESS

Program activity for SYEP, YCCIP and YETP is quantifiably evaluated by determining cost per positive termination and entered employment and rates for positive termination and comparing these costs and percentages with BOX parameters.

Non quantifiable goals are numbers of youth returning to school, increasing educational level, obtaining high school equivalencies and receiving academic credit.

TITLE OF PROGRAM/ACTIVITY Vocational Training in Rural Facilities

OPERATING AGENCY/INSTITUTION NYS Division for Youth (DFY)
84 Holland Avenue Albany, NY 12208

CONTACT PERSON Mr. Steve Mann Tel. No. (518)473-4401

TARGET POPULATION

Division for Youth Clients ages 14-18

Number served: 200 Period of time: 12 months (4 rural locations)

Appropriate descriptors of the program/activity

____ recruitment
_x_ basic academic skills
_x_ job skills training
____ interpersonal and/or life skills
_x_ self concept development
_x_ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
_x_ employability skills
_x_ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goals:

1. To increase self awareness of vocational interest, aptitudes and skills
2. To increase job market knowledge and job seeking skills, and
3. To improve work relevant attitudes and behaviors. Vocational Specialists instruct participants in techniques of seeking and applying for a job, keeping a job, the nature of work and the requirements and regards of different vocations. Participants are placed in Work Experience positions consistent with their interests and aptitudes.

EVALUATION/INDICATORS OF SUCCESS

It has been determined that this program complements the general education programs operated by DFY by offering a much-needed service when dealing with a youth group which is almost entirely lavor market oriented. Termination statistics are not yet available as the program is still in operation.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Vocational Work Study

OPERATING AGENCY/INSTITUTION Yonkers City School District
145 Palmer Road Yonkers, NY 10701

CONTACT PERSON Mr. Archie Williams Tel. No. (914)963-4567
Mr. Herbert Herbst Ext. 201

TARGET POPULATION Economic disadvantagement is a primary consideration. There is a special component for the trainable mentally retarded. Students are drawn from occupational education students. The number of minority students is in accord with the number of minorities in the school population as a whole. Students must be 15 years or older.

Number served: 225 Period of time: 10 months

Appropriate descriptors of the program/activity

x recruitment
basic academic skills
x job skills training
x interpersonal and/or life skills
self concept development
x work attitudes/habits
x motivation
parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
community service/learning experience
x placement
x job development
staff upgrading
x interagency coordination
x support services
1. Placement & Followup
2. Liaison with Comm. on the handicapped.
3. Pupil Personnel
4. Advisory Council for Occupational Ed.

PROGRAM/ACTIVITY DESCRIPTION

The purpose of the Vocational Work Study Program is to provide financial assistance to disadvantaged male and female secondary students enrolled in occupational programs which will enable them to earn a stipend encouraging them to complete high school. This financial stipend is made available through jobs correlated to the students' occupational education training. Students work from six to ten hours per week and receive $2.75 per hour.

Student learning takes place on the job. The program is staffed by a work study counselor.

EVALUATION/INDICATORS OF SUCCESS

Evaluation measures success by the number of students involved, rating sheets filled out by students and employees and holding power of the high schools.

TITLE OF PROGRAM/ACTIVITY Work Experience-Classroom Training Program in "Introductory Health Care in Community Residences"

OPERATING AGENCY/INSTITUTION Ulster County CETA
240 Clinton Ave. Kingston, NY 12401

CONTACT PERSON Barbara Sorkin Tel. No. (914)339-5430

TARGET POPULATION

16-19 year old economically disadvantaged, unemployed dropouts.

Number served: 7

Period of time: 7-wk. classroom training component
1,000 hours work experience

Appropriate descriptors of the program/activity

recruitment
basic academic skills
job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
motivation
parent involvement
career exploration/awareness
x career counseling
x employability skills
x work experience
community service/learning experience
placement
job development
staff upgrading
interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

The CETA Youth Employment Center and Ulster County Community College co-operatively developed a pilot classroom "Introductory Health Care in Community Services".

Classroom instruction was offered by Ulster County Community College in conjunction with appropriate job placement within a community residence operated by the Association for Retarded Children or the Wassaic Developmental Center. The training component took place over a seven week period with three follow-up evaluation sessions; the work experience component provided for 1000 hours of participation. Participants were paid allowances for time spend in classroom training and wages and fringe benefits for their work experience. A Certificate of Completion was awarded to participants at the conclusion of the training program.

The worksites provided meaningful work for all program participants with adequate training, evaluation and supervision. The Youth Employment Center provided a Career Development Program, including the following services: outreach and recruitment; intake and assessment; diagnostic testing; pre-job orientation, development of employability plans; individual and group counseling; workshops, including life survival skills as well as career and personal awareness; referral to appropriate educational and vocational programs; and evaluation. In addition, all efforts were made to assist participants in obtaining unsubsidized employment, continuing their education, or entering other appropriate CETA programs.

The program and its curriculum reflected the interests of the participants, an identified need within the community, and current labor market demand. Participants received training in marketable skills as well as an employment record which assisted them in overcoming barriers to employment and transitioning to fulltime unsubsidized employment in the public or private sector.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Work Experience In School Programs

OPERATING AGENCY/INSTITUTION Suffolk County Department of Labor
300 Sunrise Highway West Babylon, NY 11704

CONTACT PERSON Dan Hickey, Labor Specialist V Tel. No. (516)661-1900

TARGET POPULATION

Economically Disadvantages and Handicapped

Number served: 2,300 Period of time: Fiscal Year 1980

Approximately 600 are handicapped. 350 received Academic Credit.

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- x motivation
- x parent involvement
- x career exploration/ awareness
- x career counseling
- x employability skills
- x work experience
- x community service/ learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- x support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION *

These programs provide salaried part-time employment for in school youth to enhance their career opportunities and job prospects after graduation. The emphasis is to deter the youth from leaving school prematurely. In addition, special employment oriented supportive services such as Academic Credit and job counseling are offered.

The In School Programs are operated at 54 school districts throughout Suffolk County. School district personnel are responsible for nominated eligible economically disadvantaged and handicapped youth to participate. Final approval of applicants will be made by the Suffolk County Dept. of Labor staff. School districts will assign youth to work sites within their respective districts and participants may work as many as 15 hours per week during the school year and 35 hours per week during the summer phase of the program. All participants are paid the prevailing minimum wage.

EVALUATION/INDICATORS OF SUCCESS

During Fiscal Year 1980 approximately 2,300 Suffolk County youth were served by our Youth Employment and Training Program, Academic and Handicapped in School Programs. As a result of our counseling and Academic Credit efforts, 56 participants who graduated from high school went on to obtain unsubsidized employment. 175 participants were transferred to other CETA programs upon their successful graduation from high school. Other graduating In School Program participants went on to further their education via enrollment in college. The remainder of the In School Program participant undergraduates will remain in the program this Fiscal Year and will continue to receive valuable work experience, job counseling and Academic Credit. It is anticipated that the program outcome for Fiscal Year 1981 will be very similar to those achieved during Fiscal Year 1980.

TITLE OF PROGRAM/ACTIVITY Work Experience Program

OPERATING AGENCY/INSTITUTION Franklin-Essex-Hamilton B.O.C.E.S. Occupational Center
State Street Malone, NY 12953

CONTACT PERSON James W. Goodwin, Director Tel. No. (518) 483-5230

TARGET POPULATION

Secondary students regular and handicapped

Number served: 50 Period of time: 11 months

Appropriate descriptors of the program/activity

- ____recruitment
- ____basic academic skills
- ____job skills training
- ____interpersonal and/or life skills
- ____self concept development
- ____work attitudes/habits
- ____motivation
- ____parent involvement
- ____career exploration/awareness
- ____career counseling
- ____employability skills
- _x_work experience
- ____community service/learning experience
- ____placement
- ____job development
- ____staff upgrading
- ____interagency coordination
- ____support services
- ____other

PROGRAM/ACTIVITY DESCRIPTION

Goal: Enable high school students to make a transition from school environment to the world of work.

Activities: Students are enrolled in worksites related to their training for period of 10 weeks during their school day hours.

Instructional: Orientation to program on voluntary basis and related instruction based on evaluation by supervisor on job site.

Duration: Maximum 10 weeks or less.

Learning Environment: Live worksite situations and problems.

Staffing: One Coordinator.

EVALUATION/INDICATORS OF SUCCESS

1. Number of job sties developed;
2. Number of students enrolled;
3. Student evaluation of experiences.

NEW YORK

TITLE OF PROGRAM/ACTIVITY YETP - Skills Exploration Program

OPERATING AGENCY/INSTITUTION Washington-Warren-Hamilton-Essex Counties Board of Coop.
Ed. Serv., Dix Avenue Hudson Falls, NY 12839

CONTACT PERSON Ms. Carol E. Snyder Tel. No. (518)793-7721

TARGET POPULATION

Young adults who had dropped out of school...most ranged from 16-18 years old.

Number served: 34 Period of time: 12 weeks

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____parent involvement
x career exploration/awareness
____career counseling
x employability skills
____work experience
____community service/learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION

Our BOCES, in cooperation with Washington and Warren Counties CETA programs, provided 12 weeks of skills exploration to 34 young adults. Classes met 3 hours a day, 5 days a week. Each student participated in three 4-week modules of a skills training program, chosen cooperatively by the student and his/her counselor. Offerings included: auto body repair, auto mechanics, building trades, business education, food preparation, and residential electricity. The classes were conducted in shop settings, and covered theory, work attitudes, and actual hands-on experience. The students also participated in a reading/math program conducted at the local CETA sites before being bussed to BOCES. Each teacher provided a written assessment of individual student skills and attitudes upon completion of each module. At the end of each module, each student met with his/her counselor to assess interest and abilities demonstrated in that skill area.

The primary objective of the program was to motivate young adults, who had dropped out of school, to improve their chances for employability by giving them a chance to sample various skill areas. A secondary objective was to give these students a self-confidence and a desire to improve their employability possibilities.

CETA counselors were available at the BOCES site throughout the program, and good rapport was built up between participants, counselors, and teachers. Linkage between BOCES and CETA were fully supported by both parties, which enhanced the program greatly.

EVALUATION/INDICATORS OF SUCCESS

Six months after completion of the program, 23 participants were either employed or continuing their education full time. Only three students terminated the program; the remainder were placed in another CETA program.

TITLE OF PROGRAM/ACTIVITY Youth Careers Inc.

OPERATING AGENCY/INSTITUTION Catholic Charities of Buffalo
160 Sugg Road Cheektowaga, NY 14225

CONTACT PERSON Dr. Paul Fields Tel. No. (716)631-3500

TARGET POPULATION

16-21 years old, high school dropout

Number served: 647 Period of time: 5 1/2 years

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Work experience coupled with tutoring towards a G.E.D.

Program includes family counseling, career counseling, and job counseling, etc.

EVALUATION/INDICATORS OF SUCCESS

Of 647 participants ending the program, 255 have received their G.E.D. A total of 460 have received G.E.D., a job, joined the military, returned to school, etc.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Youth Community Conservation and Improvement Project

OPERATING AGENCY/INSTITUTION Ulster County CETA

240 Clinton Avenue Kingston, NY 12401

CONTACT PERSON Barbara Sorkin Tel. No. (914)339-5430

TARGET POPULATION

16-19 year old economically disadvantaged, unemployed drop-outs

Number served: 26 Period of time: 9 months

Appropriate descriptors of the program/activity

- x recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- ___ career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION *

The program provided youth who were experiencing severe difficulties in obtaining employment with well supervis[illegible] work in a specific project that produced tangible ben[illegible] to participants in terms of work habits, skills and t[illegible] attainment of academic credit.

In addition to the measurable benefits which have accrued to the community, the YCCIP project has provided valuable skills training to the participants by means of master carpentry classes conducted by local crafts-people and through other community construction projects. The labor intensive work has enabled the participants to develop marketable skills in construction and carpentry, which has enhanced their employability and assisted them im more effectively competing in the labor market.

YCCIP participants were provided with appropriate support services and a comprehensive counseling program. Workshops were conducted emphasizing job-seeking and job holding skills, self maintenance skills; as well as vocational skills. The workshop program provided participants to develop the self confidence and motivation necessary for them to seek private sector employment. Participants were also provided with educational tutoring, assisted in job placement through co-operative efforts with private business and industry and the use of Targeted Job Tax Credit.

EVALUATION/INDICATORS OF SUCCESS

The success of this program, which served twenty-six youth over a nine-month period can be attributed to a staff team approach and a low supervisor/participant ratio, which allows for individualized planning of training and education. It has been demonstrated that on-going counseling provided the vital factor in the participant's ability to develop social and economic self-sufficiency.

This program was also extremely successful in the training of women for non-traditional roles in the construction field since 40% of YCCIP participants were women.

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program

OPERATING AGENCY/INSTITUTION Ulster County CETA
240 Clinton Avenue Kingston, NY 12401

CONTACT PERSON Barbara Sorkin Tel. No. (914)339-5430

TARGET POPULATION

Youth 14-21, unemployed and economically disadvantaged target groups include: minorities, dropouts, ex-offenders, handicapped and members of families receiving public assistance.

Number served: 266 Period of time: 1 year

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The Youth Employment and Training Program is a comprehensive career development program. It is designed to enhance the job opportunities for youth by means of meaningful, well supervised work, appropriate training, and support services so that they may be better able to obtain employment in the private sector. The program stresses coordination of YETP services with other existing community services which include: effective assessment, suitable job placement, counseling, evaluation and appropriate referrals.

The program consists of both an out-of-school as well as an in-school component. The increasing dropout rates in Ulster County emphasize the need for the utilization of economic incentive along with work-study programs employing a career development approach to encourage youth to remain in school. In addition, meaningful work opportunities combined with effective counseling can serve as motivation for dropouts to resume their education.

Each YETP participant is placed in a part of full-time subsidized employment position in a private or public non-profit agency. Each in-school participant works 10 hours per week for 42 weeks during the school year and expanded hours for 10 weeks during the summer and receives the minimum wage.

Each out-of-school youth participates in a 35-hour individualized program which may include work experience, training or enrollment in a high school equivalency program.

All efforts are made to secure innovative and career related job placements. Prior to the placement of each participant, the Prime Sponsor and the job-site enter into a work-site arrangement which defines the responsibilities of the job site and the Youth Employment Center.

Once participants are placed, there is a follow-up program to assess the effectiveness of placement activities, participants are contacted and follow-up procedures utilized to ascertain employee commitment, employer satisfaction and counselor is apprised of all problems of employee performance and provides necessary supportive services.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program (YETP)

OPERATING AGENCY/INSTITUTION Boy's Club, Job Junction
411 Union Street Schenectady, NY 12305

CONTACT PERSON Mr. Ken Broadhurst - Youth Employment Tel. No. (518)374-8822

TARGET POPULATION

20% Minorities, 30% Welfare recipients, 30% Highschool dropouts, 8% Offenders, 8% Handicapped, 6% Substance abusers (CETA targets).

Number served: 180 Period of time: November 1, 1980 to July 30, 1981
(The on-going program operates on a cyclical basis until all the youth are covered.)

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goal - to help prepare and assist youth to move from school to unsubsidized jobs in the labor market.

Recruitment - of youth from schools and agencies on an on-going basis for 5 to 6 training cycles during the year.

Pre-employment training - in group setting. Employability training and formal assessment with occupational scales. Includes improved work habits, job search skills, career awareness, occupational info., life skills.

Work Experience - in a local non-profit organization or private business. "Job sampling" of different work roles within some organizations.

Counseling - to monitor progress, give feedback, refer to appropriate agencies, maintain contact with employers, facilitate placement.

Placement - "Job Finders" support group for the exchange of leads and exploration of job opportunities.

Staff - 1 1/2 administrators, 1 admin. assist., 1/2 secretary, 6 counselors.

EVALUATION/INDICATORS OF SUCCESS

This program has proved successful for the part 2 years. This is determined through written evaluations by the youth and employers, and are substantiated by statistics. These have proven to relate positively to the program targets and goal above.

NEW YORK

TITLE OF PROGRAM/ACTIVITY Youth Incentive Entitlement Pilot Project (YIEPP)

OPERATING AGENCY/INSTITUTION Steuben County Employment and Training Administration
30 East Steuben Street Bath, NY 14810

CONTACT PERSON Cathy Hopkins, Coordinator Tel. No. (607)359-2224

TARGET POPULATION

Eligible Youth

Number served: 338 Period of time: September 8, 1978 through November 7, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
placement
job development
staff upgrading
interagency coordination
x support services
x other

PROGRAM/ACTIVITY DESCRIPTION

YIEPP recruits to the saturation point in eight southwestern Steuben County school districts: every eligible youth is "entitled" to a chance at participation. School attendance or G.E.D. (equivalency diploma) coursework is mandated for all participants. A special G.E.D. component has been designed for the program. It emphasizes job relatedness in its teaching approach. Self-image of participants is enhanced through taking part in YIEPP's community art and/or theatre projects. Graduated exposures to work experience in both public and private sectors are orchestrated for each participant by counseling staff. The usual range of counseling and support services are made available to participants.

Participants are first contacted at age 16 and are carried on the program's caseload until they either obtain a high school diploma, a G.E.D., or reach the age of 21.

There has not yet been sufficient time for a longterm followup of Entitlement participants to assess them for subsequent employment history or self-actualization.

EVALUATION/INDICATORS OF SUCCESS

Although the Steuben County YIEPP utilizes a "scatter gun" range of approaches and services, the central premise is that a hardcore poor rural youth will fare better in regard to employability if he or she completes high school. YIEPP participants have experienced a much higher rate of high school completion than SES matched controls.

NORTH CAROLINA

TITLE OF PROGRAM/ACTIVITY Extended School Day

OPERATING AGENCY/INSTITUTION N.C. State Dept. of Public Instruction
Raleigh, NC 27611

CONTACT PERSON Nurham Warwick Tel. No. (919)733-3512

TARGET POPULATION

High school age out-of-school youth (16-19 yrs.) dropouts -- The program also serves in-school potential dropouts.

Number served: 10,000 Period of time: Last school year 1980
(The program has grown from one program to 95 during the last few years.)

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ___ community service/learning experience
- x placement
- x job development
- ___ staff upgrading
- ___ interagency coordination
- x support services child care, medical, transportation
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

An extended school day program is an extension of the regular day school program. Hours of operation usually range from 3-9 p.m., Monday-Friday. Persons who have dropped out of the regular day program and are 16-19 years old are encouraged to return to school. In-school students who are high potentials for dropping out may also be served. Students who need to work are offered job training and job placement assistance which are coupled with academic courses.

Students work in the community and go to school to continue their education toward a high school diploma at the same time. Each student's program is individualized so that the student can succeed in school and on the job.

The program is geared for students who:

- Have "dropped out" of the regular school program
- Cannot participate in the school program provided during regular school hours
- Cannot compete successfully in the normal school setting
- Cannot benefit from the regular school curriculum
- Must work and go to school at the same time.

EVALUATION/INDICATORS OF SUCCESS

Data is collected through monthly principals' reports. The number of students returning to school indicates success. Retention of students who have been dropouts is very good. Students perform well in the State Competency Testing Program. The program has reduced the dropout rate in several school systems.

TITLE OF PROGRAM/ACTIVITY Three Tier Vocational Education Project

OPERATING AGENCY/INSTITUTION Duplin County Board of Education
P.O. Box 128 Kenansville, NC 28341

CONTACT PERSON Austin Carter, ED.D. Tel. No. (919)296-0127

TARGET POPULATION

Economically disadvantaged and handicapped students in grades 9-12.

Number served: 443 **Period of time:** 12 months

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The State Dept. of Public Instruction and the Department of Community Colleges had funded a vocational education project for Duplin County designed to improve students' job-seeking, job-getting, and job-holding skills. The program, Three Tier Vocational Education Project, is a partnership of three groups: high schools of Duplin County, James Sprunt Technical College, and the employing community. The project involves economically disadvantaged and handicapped students in grades 9-12.

Students who participate in vocational education courses which have been articulated have an opportunity through testing to enter James Sprunt with advanced standing (earned credit). Advanced caredit earned by students entering James Sprunt results in a major savings to the individual in time, effort, and money, and enables the student to reach vocational goals sooner.

An additional component of the articulation project is an emphasis on job counseling and job placement.

The Three Tier Vocational Education Project is a coordinated system providing not only the essential skills and knowledge needed for a job, but also the attitudes essential for getting and holding productive jobs. Students are matched with programs consistent with their ability to achieve.

EVALUATION/INDICATORS OF SUCCESS

1. Reduction in youth unemployment. Through a placement service in each of the 4 schools, more than 100 students were assisted in obtaining summer employment for approximately 8 weeks.
2. Less school failure and lower job turnover. More than 95% of graduating seniors were either placed in jobs or will be attending James Sprunt Technical College or some other institution for further development of job skills. The program also had a positive effect by reducing the number of dropouts from high school.

NORTH CAROLINA

TITLE OF PROGRAM/ACTIVITY YETP (Youth Employment and Training Program)

OPERATING AGENCY/INSTITUTION Davidson County Prime Sponsor/Davidson Co. Ext. Day Sch.
P.O. Box 1067 Lexington, NC 27292

CONTACT PERSON Pat Everhart, Director Tel. No. (704)249-0912

TARGET POPULATION

14-15 year old in-school youth identified as potential dropouts

Number served: 65 Period of time: 1 year

Appropriate descriptors of the program/activity

- x recruitment
- basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- work experience
- community service/learning experience
- placement
- job development
- staff upgrading
- x interagency coordination
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION *

In 1980 through coordination with the Davidson County School System, a new YETP program was initiated that served 14-15 year old individuals identified as potential high school dropouts. The students were taken from their regular school setting and provided remedial education, occupational exploration to include hands-on skill training, and survival skills. Group activities such as discussion and role playing were utilized to develop communication skills and enhance interpersonal relationships. Reinforcements were given to those students who developed maturity and judgement in dealing with their everyday, personal problems.

Recognizing the need for individualized attention, a low student to teacher ratio was maintained. An individual curriculum was developed that helped each student gain those basic skills in reading, math, vocations, and communications to help them in our highly competitive work force. An individual education plan for each student, and where possible, additional testing was used to guage improvement over the year. Also, goals and criteria of each individual educational plan was fitted not only to the academic needs, but also to the personal interests of each student.

Due to the high cost of transportation, the program could not be provided countywide, but was offered at three locations - Lexington Middle School, Davidson County Extended Day School, and Church Street School in Thomasville.

EVALUATION/INDICATORS OF SUCCESS

By the end of FY '80, the youth realized the value of staying in school and have an improved self-image. Significant gains were made in academic areas, school attendance, and attitudinal development with several returning to their regular school settings.

Being a demonstrative program, there has not been enough statistical data generated to effectively measure the program. In its second year of operation, student's grades and attendance records will be compared each 9 weeks to the corresponding period of the prior year.

TITLE OF PROGRAM/ACTIVITY Success An Alternative Curriculum (SAC)

OPERATING AGENCY/INSTITUTION Southeast Multidistric Vocational Center
P.O. Box 372 Oakes, ND 58474

CONTACT PERSON Thomas Sharp Tel. No. (701)742-3248

TARGET POPULATION

Grades 7-12, 13-19 disadvantaged

Number served: 35 Period of time: November, 1980 to May, 1981
(Hope to continue 1981-82)

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- ____ interpersonal and/or life skills
- ____ self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- x staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

Objectives:

- Identify disadvantaged students and learning disabled students in grades 7-12, who would qualify for the program.
- Secure and develop a curriculum by which a disadvantaged student can successfully complete a secondary program in a rural environment.
- To in-service staff on new curriculum.

Procedures:

Students who are enrolled in grades 7-9 will take 3 9-week classes in a vocational area. The intent will be to allow the student to explore vocational areas. They may then plan a vocational objective for employment skills upon completion of high school.

Students in grades 10-12 would be enrolled in a vocational class with job entry level skills as the vocational objective. Selected students in this level may need some exploration time to decide on a vocational objective.

This project should serve as a model for rural North Dakota to utilize Multidistrict Centers and Home Schools in serving disadvantaged students.

Potential Impact or Expected Contributions to Vocational Education:

- Rural male and famale students in grades 7-12. Estimated enrollment 25-35 from Oakes Public School.
- The intent would be to retain potential drop-outs and disadvnataged students in school. To permit student to gain job entry skills upon completion of the program (high school graduation).
- Increase self discipline and motivation of students.
- To show or demonstrate the interrelationship between academic skills as related to vocational programs.
- It will be expected that the students' attendance in school will increase. It will be anticipated that the student will experience success within their capabilities.
- Weekly review of student's attendance record. Regular assessment of student's accomplishments - daily, weekly, and monthly grades.

OHIO

TITLE OF PROGRAM/ACTIVITY Akron-Summit County Public Schools Job Placement Services

OPERATING AGENCY/INSTITUTION Akron-Summit County Public Schools Job Placement Dept.
482 Grant Street Akron, OH 44311

CONTACT PERSON Celeste Billhartz (Director) Tel. No. (216)379-5240

TARGET POPULATION

High school seniors (who meet department criteria); High school graduates (for one year after exiting school); Drop-outs

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
x job development
x staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The Akron-Summit County Public Schools Job Placement Department is a joint program of the Akron and Summit County Public Schools. The purpose of the Job Placement Department is to assist youth in finding employment using a systematic approach to the problem of youth employment. It is an effort to bridge the gap between the world of school and the world of work, utilizing the resources of business, industry, labor, government, and the schools.

Four basic functions or components are utilized:

1. Data: The Job Placement Department collects and maintains data on eligible youth in 19 Akron and Summit County High Schools. It collects and maintains data on area businesses and industries.
2. Preparation: Participating youth are instructed in pre-employment and job hunting techniques and are given an understanding of the needs and desires of employers.
3. Placement: As job openings occur students are screened. Qualified candicates are referred to the employer requesting applicants. The employer determines the suitability of the candidates and if the employer approves of the candidate the job match is made.
4. Follow-up: Follow-up of employers and students provides a tool to measure success and also allows current information to be fed to the schools regarding employer needs and trends.

OHIO

TITLE OF PROGRAM/ACTIVITY Displaced Homemaker Program

OPERATING AGENCY/INSTITUTION Ohio Dept. of Education, Room 912
65 South Front Street Columbus, OH 43215

CONTACT PERSON Vicki L. Melvin, DHP Coordinator/ State Program Developer Tel. No. (614)466-3900

TARGET POPULATION

Displaced homemakers

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- x motivation
- ____ parent involvement
- x career exploration/ awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/ learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

Program goal: To provide displaced homemakers with supportive instruction and services designed to help them cope with their new life situation and to overcome barriers that prevent them from becoming independent, employable individuals.

Program components: Although the organization of each program differs somewhat, the following components should be present in each Displaced Homemaker Program.

Modules - including assessment, individual/group counseling, individualized career exploration, career planning, and 80 hours of pre-employment instruction in (a) Personal Development, (b) Survival Skills, (c) Career Exploration, (d) Job Readiness, and (e) Home and Family Management.

Training - includes AVE/GED remedial study, skill training programs with opportunities available in both supplemental and full-time skill training with frequent entry into these programs, and driver's education when needed.

Local School Support - includes office and classroom space, child care arrangements, career guidance resources, and team support such as guidance, placement, and public relations personnel. In addition, cooperative job stations and a wide range of job opportunities in the community is desired.

Follow-up - Follow-up sessions are arranged for those who complete the modules to continue contact and motivation through group support.

Evaluation - includes collecting data from clients in a systematic manner and reporting it to the Home Economics Section. In addition, program coordinators evaluate programs for the purpose of improvement.

Note: Displaced Homemaker Class is being piloted on an hourly basis. This supplemental course includes only selected portions of three modules. It does not include the other program components described above as it is designed primarily for the underemployed person.

OHIO

TITLE OF PROGRAM/ACTIVITY IV SYEP

OPERATING AGENCY/INSTITUTION Central Ohio Rural Consortium (Licking County)
33 W. Main Street Newark, OH 43055

CONTACT PERSON Mary Packham, Youth Coordinator Tel. No. (614)345-9067

TARGET POPULATION

Number served: 291 Period of time: June 16, 1980 to August 15, 1980

Appropriate descriptors of the program/activity

x recruitment
basic academic skills
job skills training
interpersonal and/or life skills
x self concept development
x work attitudes/habits
motivation
parent involvement
career exploration/awareness
career counseling
employability skills
work experience
community service/learning experience
x placement
job development
staff upgrading
interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

We began SYEP '80 by developing job fairs at the local high schools and in our youth office. We advertised our SYEP on radio, by poster, and high school announcement. We targeted economically disadvantaged, handicapped, black youth ages 16-21.

Job Fairs were arranged during school hours at the local high schools. The youth were notified by letter of the time, place, and room number of job fair. They were excused from classes for 1 1/2 to 2 hours. The SYEP employers were also invited to job fairs to interview perspective employees. The youth were sent job catalogs with jobs available and their location so they would know for which jobs they wished to interview.

After interviewing and if they are hired the participants would sign necessary paperwork with their counselors before leaving the job fair. In this manner, the youth have a choice in where they work and the employer decides which youth will work at his/her agency. If a participant must choose a jobsite because of transportation, it is still his decision. All of his life, decisions will be based somewhat on extenuating circumstances.

EVALUATION/INDICATORS OF SUCCESS

We have had fewer transfers and terminations since we began this system. Employers and youth are much happier having a say in where they work and what they do.

OHIO

TITLE OF PROGRAM/ACTIVITY IV SYEP

OPERATING AGENCY/INSTITUTION Central Ohio Rural Consortium (Licking County)
33 W. Main Street Newark, OH 43055

CONTACT PERSON Mary Packham, Youth Coordinator Tel. No. (614)345-9067

TARGET POPULATION

Number served: 291 Period of time: June 16, 1980 to August 15, 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/or life skills
____self concept development
x work attitudes/habits
____motivation
____parent involvement
____career exploration/awareness
____career counseling
____employability skills
____work experience
____community service/learning experience
____placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION

Labor Market Orientation

We arranged 2 days of LMO for the beginning of SYEP. The first day was for 14 and 15 yr. olds. The second day was for 16 - 21 yr. olds. Each day consisted of a keynote speaker, who had many past years experience with CETA youth, 2 sessions with CETA counselors, and a choice of 4 out of 6 workshops. The workshops were:

1. Safety and Minor Labor Laws
2. How to Get along with Others
3. Drug and Alcohol Abuse
4. Question and Answer Workshop
5. Stress Management
6. Money Management

Most workshops were conducted by local industry and agency representatives. The youth were given a sampling of what local industry expects in many areas.

Youth were required to attend these sessions in order to work the first week of SYEP. An orientation sheet was given to each participant during the last session. The youth could not report to work without the form.

EVALUATION/INDICATORS OF SUCCESS

92% of all youth placed on SYEP attended LMO. Youth evaluated each workshop and evaluations. Evaluation of the LMO was completed by participants and it was highly rated.

OHIO

TITLE OF PROGRAM/ACTIVITY GOALS (Graduation, Occupation, and Living Skills)

OPERATING AGENCY/INSTITUTION Division of Vocational Education, Home Economics Section
Ohio Dept. of Ed., 65 S. Front St. Columbus, OH 43215

CONTACT PERSON Mrs. Marilyn Whitaky Tel. No. (614)466-3900

TARGET POPULATION

Dropout Mothers - Ages 16-21

Number served: 100 Period of time: 9 months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

GOALS is a program for dropout mothers ages 16-21 who are located in 5 of Ohio's 8 major cities, and who are CETA eligible. At this point, selection of the 5 sites is being made. Coordinators will be employed and the program begun early in 1981.

TITLE OF PROGRAM/ACTIVITY GRADS (Graduation, Reality, and Dual-role Skills)

OPERATING AGENCY/INSTITUTION Ohio Department of Education, Vocational Home Economics
65 South Front Street, Room 912 Columbus, OH 43215

CONTACT PERSON Dr. Gail H. Henderson Tel. No. (614)466-3046

TARGET POPULATION

Pregnant girls and young parents enrolled in school who are CETA eligible

Number served: 60-90 Period of time: October 1, 1980 to September 30, 1981

Appropriate descriptors [illegible] the program/activity

x recruitment
___ basic academic skills
___ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
___ work experience
___ community service/learning experience
___ placement
___ job development
x staff upgrading
___ interagency coordination
x support services health care
x other - parenting & child development
x provision of role model
x drop-out prevention

PROGRAM/ACTIVITY DESCRIPTION *

GRADS is a program to assist adolescent pregnant girls and young parents who are in school. A program coordinator works with small groups of pregnant students and young parents one day a week at the local school site. The program provides:

- classroom instruction in the areas of knowledge and skills of child development and parenting.
- classroom instruction in the areas of employment attitudes, knowledge of the work world, and attitudes and knowledge of the dual-role concept.
- interaction with a selected role-model who is both a wage earner and young mother.

The goals of the GRADS Program are:

- to increase the likelihood that participants will remain in school during their pregnancy and after the birth of their child to the point of graduation.
- to expose participants to the reality of the work world in their local community.
- to assist participants in carrying out positive health care practices for themselves and their children in both the prenatal and postnatal stages.
- to provide knowledge and skills related to positive parenting practices.

The GRADS Program is one of the few efforts to provide curricula in child development/parenting as well as a pre-employment orientation. It is felt that this focus upon the dovetailing of the roles of parent and wage earner will lend a positive reality to the situation faced by most adolescent pregnant students and young parents.

This pilot program has been funded by CETA (Comprehensive Employment and Training Act) and is being operated through the Home Economics Section, Division of Vocational Education, Ohio Dept. of Education. GRADS programs are being offered at Ohio Hi-Point Joint Vocational School, Pickaway-Ross Joint Vocational School and Tri-County Joint Vocational School.

OHIO

TITLE OF PROGRAM/ACTIVITY Job Placement for Disadvantaged Youth

OPERATING AGENCY/INSTITUTION Akron-Summit County Public Schools Job Placement Dept.
482 Grant Street Akron, OH 44311

CONTACT PERSON Anthony W. O'Leary Tel. No. (216)379-5240

TARGET POPULATION

Disadvantaged youth during senior year of school and one year beyond 17-19 years old.

Number served: 2,000 Period of time: 2 year service period

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☐ basic academic skills
- ☐ job skills training
- ☒ interpersonal and/ or life skills
- ☒ self concept development
- ☒ work attitudes/ habits
- ☐ motivation
- ☐ parent involvement
- ☒ career exploration/ awareness
- ☐ career counseling
- ☒ employability skills
- ☐ work experience
- ☐ community service/ learning experience
- ☒ placement
- ☒ job development
- ☒ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

Identified youth are assisted in preparation for job seeking, referral and placement. Counseling is provided to promote employability and improve school attendance. Services are coordinated in a regional basis.

Job development is conducted with private sector, referrals are made relative to job orders received.

Counselors and teachers are included in pre-employment process.

Students are provided job seeking skills that can be used after they leave program. Self-direction is a prime objective.

EVALUATION/INDICATORS OF SUCCESS

Total number prepared in a given year.

Accounting of how may wanted a job and how many were working at end of service period. Followup shows an 85% placement rate.

OHIO

TITLE OF PROGRAM/ACTIVITY Occupational Development Program for Handicapped Secondary Students

OPERATING AGENCY/INSTITUTION Great Oaks Joint Vocational School District
3254 E. Kemper Road Cincinnati, OH 45241

CONTACT PERSON Jean Marie B. Britt, Supervisor Tel. No. (513)771-8840

TARGET POPULATION

Handicapped 10th, 11th, and 12th graders

Number served: 500 Period of time: 1 school year

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
x placement
____ job development
x staff upgrading
____ interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

To match handicapped students with least restrictive vocational training alternative.

To provide support services while controlled in vocational programs.

To provide assistance and follow-up with job placement. All students are on IEPs which provide for individualization of training objectives and strategies (modification of curriculum, evaluation and learning styles).

Two hundred thirty-nine students are currently mainstreamed to be different vocational programs. Support is provided vocational/special education coordinators.

EVALUATION/INDICATORS OF SUCCESS

75% of handicapped population are evaluated. Percentage of students employed is within .5% for both handicapped and non-handicapped.

OHIO

TITLE OF PROGRAM/ACTIVITY Occupational Work Experience

OPERATING AGENCY/INSTITUTION Parma City Schools
6726 Ridge Road Parma, OH 44129

CONTACT PERSON Mario R. Piastrelli Tel. No. (216)842-5300

TARGET POPULATION

16 - 21 year olds

Number served: 150 **Period of time:** Each school year

Appropriate descriptors of the program/activity

- ___ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- ___ self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- ___ career exploration/awareness
- ___ career counseling
- x employability skills
- x work experience
- ___ community service/learning experience
- x placement
- x job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

One-half day in school and one-half day in the private sector with work study coordinators.

Basic subjects are stressed.

Emphasis on job attitudes and the needed preparation.

Improvement in attending and attitude toward schools.

Home visitations.

Summer contacts with employers and students.

EVALUATION/INDICATORS OF SUCCESS

Graduation.
Purpose for remaining in school.
Job readiness and experiences.
Attitudes.

TITLE OF PROGRAM/ACTIVITY Occupational Work Experience (OWE)
OPERATING AGENCY/INSTITUTION Toledo Public Schools
Manhattan and Elm Toledo, OH 43608
CONTACT PERSON Dr. Kenneth Searfoss Tel. No. (419)729-5111

TARGET POPULATION

Students 16 years of age or older, at least one year behind in grade level, potential dropouts with low reading ability. All enrollees are classified as disadvantaged.

Number served: 950 **Period of time:** Annually

Appropriate descriptors of the program/activity

____ recruitment
__x__ basic academic skills
____ job skills training
__x__ interpersonal and/or life skills
__x__ self concept development
__x__ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
__x__ employability skills
__x__ work experience
____ community service/learning experience
__x__ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

The students meet one-half day in the classroom studying subjects relating to on-the-job experience. Academic subjects are geared toward the objective of the program. Instruction is given in job adjustment and job performance information, employment practices, social adjustment, personal finances, and academic adjustment.

The remainder of the day, a minimum of 3 hours, is spent in employment, primarily in the private sector. The students are paid by their employer. Understanding employers are an integral part of the success of the program. Without their cooperation, the program would fail.

The programs are self-contained; the OWE teacher/coordinator instructs the students in their related classwork and in general subjects. The teacher/coordinator spends half of his/her time daily in the classroom and the remainder placing his/her students in jobs and coordinating their job experience with the employer. Frequent visits are made on the job where the student is employed to check on progress and rectify any problems.

The home is also involved in the program. The teacher/coordinator visits the home of every student and meets with the student and parents. This helps determine the home environment and parent attitude.

Although the program is ungraded, most students spend two years in it. Credits are given for work experience, related, and general subjects. The minimal objective is to make the student employable before he/she drops out. Other objectives would be to place them in regular or vocational program after the necessary adjustments have been made in the students' attitude, interest level, reading level, etc., or to graduate.

EVALUATION/INDICATORS OF SUCCESS

1) Percentage of employment; 2) Retention of jobs; 3) Percentage of graduates; 4) How many return to the regular or enter a vocational skills training program; 5) Increase in attendance; 6) Attitude changes.

OHIO

TITLE OF PROGRAM/ACTIVITY Occupational Work Experience Program

OPERATING AGENCY/INSTITUTION Dayton Board of Education
348 West First Street Dayton, OH 45402

CONTACT PERSON Nazarean Mayers, Jr. Tel. No. (513)262-3767

TARGET POPULATION

15 yrs. and up--49% minority--mostly under-achievers

Number served: 512 Period of time: Entire school year plus 6 weeks extended time

Appropriate descriptors of the program/activity

___ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
x staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

Occupational Work Experience is a three-year high school program designed to give students the opportunity to complete their high school education while learning their obligations in the world of work. Students enter OWE in the 10th grade and become involved in an in-school manufacturing program, referred to as the "OWE Lab." Here students have the opportunity to "speak with their hands." During the 10th grade of the program, students are prepared for employment. Many on-going activities are designed to prepare students for their entry into the job market with a great deal of success.

In the 11th and 12th grades, the OWE student spends a half day in school completing graduation requirements. The work experience is considered part of the student's curriculum. Each job station will determine the work schedule and rate of pay. Each student must work a minimum of 15 hours per week. A special percentage of net earnings has to be set aside for savings. OWE is a year-round program. The student continues to work and is given instruction and employment counseling during the summer months in addition to the regular school year.

The goal of the Dayton Public Schools is to assist each student and educator (to the extent of his individual capabilities and level of maturity) toward being a fully functioning self, one who finds his world and his self beautiful, fascinating, in flow and in the process of becoming.

Program Objectives: 1) To help the student learn how to adjust to different environments. 2) To assist the student in becoming a productive citizen. 3) To develop: Student motivation; enthusiasm for work; the attitudes and abilities needed to help the student become gainfully employed upon graduation from high school; skills needed to keep a job.

TITLE OF PROGRAM/ACTIVITY Penta County Skill Center

OPERATING AGENCY/INSTITUTION Penta County Joint Vocational School District
30095 Oregon Road Perrysburg, OH 43551

CONTACT PERSON Louise Fought Tel. No. (419)666-1120

TARGET POPULATION

16-20 -- EMR, LD, Disadvantaged (a few low incidence)

Number served: 150-200 Annually Period of time: 2 years training; 1 year Job Placement

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ___ community service/learning experience
- x placement
- x job development
- x staff upgrading
- x interagency coordination
- ___ support services
- x other
  Work Evaluation
  Work Adjustment

PROGRAM/ACTIVITY DESCRIPTION *

The Skill Center programs are consistent with the philosophy of the Penta County Board of Education in that every student should have an opportunity for vocational education.

Skill Center students entering the program must be 16 years of age. Students begin their training with a 4-week program that helps them to find their vocational interests and abilities. During the training period (which usually lasts two years), the student receives remedial classes in reading, math, and social skills. Credits toward graduation are recommended for both remedial and vocational courses.

Vocational work evaluation is designed to evaluate the work skills of high school students who have handicaps which limit their potential for employment. This evaluation is divided into a Work Exploration period of approximately 7 days. Here, the students explore the world of work and decide what types of jobs are interesting to them. Upon completing the Exploration phase, the students enter an Assessment phase. Here, the students are assigned to various work samples relating to an actual job or to job components. Their work performances and behaviors are observed and recorded under controlled situations. The data collected from the assessment is then analyzed to determine the student's strengths and weaknesses for the different vocational training programs or job situations available. Upon completion of the 7-8 day assessment, the student then goes through a job try-out situation in training areas of their choice.

EVALUATION/INDICATORS OF SUCCESS

Parent and student self reports. Job placement over past 8 years.

OHIO

TITLE OF PROGRAM/ACTIVITY Youth Community Conservation & Improv. Projects (YCCIP)

OPERATING AGENCY/INSTITUTION Allen County Employment & Training Office (CETA) Title IV

616 N. Main Street Lima, OH 45801

CONTACT PERSON Theda Merriman, Program Planner Tel. No. (419)229-7936

Susan Howell, Youth Coordinator

TARGET POPULATION

Agency: Handicapped, poverty level veteran, poverty level offender, poverty level displaced homemaker, Title IV Poverty level veteran and youth between of 14 and 16.

Number served: 6 Period of time: January 1, 1981 through September 30, 1981

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
x support services Child care, medical, transportation, etc.
____ other

PROGRAM/ACTIVITY DESCRIPTION

Public Service Employment for out of school youth. GED tutoring and testing will be combined with public service employment. We are utilizing the youth workers in conjunction with a local union contractor to build a solar self sufficient gazebo for one of the city parks. This faculty will be available, upon completion, to the public and local schools as a visual learning experience to the operation of solar power.

EVALUATION/INDICATORS OF SUCCESS

The local union contractor plans to transition most of the youth participants into his solar energy construction crews. Public and private sector support has been overwhelming.

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program YETP

OPERATING AGENCY/INSTITUTION Clark County Employment and Training Office

29 W. Washington Street Springfield, OH 45502

CONTACT PERSON Keith Ratliff Tel. No. (513)325-7063

TARGET POPULATION

YETP eligible also handicapped, pregnant, juvenile offender, ADC mother, Rural

Number served: 162 Period of time: 1 year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

The Clark County YETP Program is designed to transit participants from school to work or on to further training. There are two basic components: 1) Work experience on the job, 2) Career education training. The students work on a job for 6 hours a week and attend 2 hours a week of career education training. The work site is attempted to match the enrollee's career goals. Also a basic skill component is available if needed and a college prep class for the college minded participant. The programs are subcontracted to the Springfield Urban League and Springfield City schools.

EVALUATION/INDICATORS OF SUCCESS

A pre and post test was given, the Career Maturity Inventory (CMI) which measures job knowledge. The results indicated a large improvement from pre to post.

OHIO

TITLE OF PROGRAM/ACTIVITY Youth Employment & Training Program (YETP) Title IV

OPERATING AGENCY/INSTITUTION Allen County Employment & Training Office (CETA)
616 North Main Street Lima, OH 45801

CONTACT PERSON Theda Merriman, Program Planner Tel. No. (419)229-7936
Susan Howell, Youth Coordinator Ext. 39

TARGET POPULATION

Agency - Handicapped, poverty level veteran, poverty level offender, poverty
Title IV - Poverty level veteran and youth between 14 and 16 years

Number served: 125 Period of time: October 1, 1980 through September 30, 1981

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
____ interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
x support services transportation, medical, child care, tools, etc.
x other post-secondary classroom training

PROGRAM/ACTIVITY DESCRIPTION

Career Employment Experience (CEE)

30 in-school youth who combine full-time high school curriculum with work experience in non-profit agencies. Job placements are relevant to career and educational goals. Career counseling and job readiness skills are integrated with curriculum.

Classroom Training (CRT)

34 full-time, post-secondary education participants obtaining skills based on interest as varied as the participants involved. The post-secondary training encompasses education in becoming a beautitian to a participant beginning pre-law.

On-Job Training (OJT)

7 out-of-school youth participants in actual "hands-on" job training with correlating home study courses relevant to job, plus counseling and remedial training if required.

EVALUATION/INDICATORS OF SUCCESS

CEE participants have either gone on to post-secondary education or have obtained employment in private sector similar to their CEE positions. CRT participants are continuing their education. OJT participants plan to be transitioned into the payrolls of their private sector employment.

OHIO

TITLE OF PROGRAM/ACTIVITY Youth Employment & Training Program-Transition Services

OPERATING AGENCY/INSTITUTION Lake County CETA & Northeast Ohio Council, Boy Scouts of Am.
105 Main Street Painesville, OH 44077

CONTACT PERSON Art Iacofano, Director Tel. No. (216)352-6281
Ext. 351

TARGET POPULATION

Economically disadvantaged, unemployed or underemployed youth, ages 16 to 21

Number served: 65 Period of time: One Fiscal Year

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Goals-Making youth aware of the realities of the world of work, provide career counseling, testing and assessment for future skill training, continued or return to schooling or on-the-job training opportunities.

Activities-Exploring program brings professionals into the schools where they give a factual presentation of their jobs and offer career guidance. Each explorer Post focuses on one particular career interest. Under the guidance of an experienced professional, the Post meets to discuss career information and to plan activities which will expand the members' knowledge of the profession. The Shadowing Program allows students to be on a work location where they can observe for themselves what professionals actually do, and the type of atmosphere in which they work. Actual "hands-on" experience is encouraged.

Private sector businesses are involved, through linkages developed by the NEO Boy Scouts who maintain a staff member whose salary is paid by Lake County CETA. This staffer coordinates activities and linkage with the CETA Youth Department Counselors.

EVALUATION/INDICATORS OF SUCCESS

This program's success has been measured through the positive effects it has had on participants, in terms of their attitudes, skills, etc. as measured by CETA counselors. Attendance is excellent; cooperation between Boy Scout and CETA staff is excellent. FY '80 was the first year of operation and goals were all achieved.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Business/Industry Cooperative

OPERATING AGENCY/INSTITUTION Tulsa County Area Vocational-Technical School
3420 South Memorial Drive Tulsa, OK 74145

CONTACT PERSON Dr. Wayman Penner Tel. No. (918)627-7200

TARGET POPULATION

Program for High School Seniors only, identified as learning disabled

Number served: 30 (maximum) Period of time: 1 year program

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services Reading and Math Lab
____ other

PROGRAM/ACTIVITY DESCRIPTION *

This is a one year program for senior students with special needs in academic areas. The program emphasis is a cooperative effort between Business/Industry and the School to provide training through work experience in a career area matched with the student's interests and abilities. The classroom instruction develops personal and job related skills needed to become productive workers and citizens in today's society. On-the-job training provided by the cooperating company allows the student to gain skill and knowledge along with work experience while completing requirements for high school graduation.

1. Students come to Vo-Tech 2 days per week (2 1/2 hrs. per day) and work the other 3 days.
2. Team-teaching approach: 1 male instructor, L.D. Certified; 1 female instructor, Vocational certified (Industry & Cooperative Educ. background).

Program Course Content:

Generalized Study Units:
Orientation and health/safety; Career planning; Job application/interview skills; Effective communications (written and oral); Self-improvement/problem solving skills; Employer-employee relations; Labor fundamentals; Management of personal resources (budgeting, banking procedures, credit and loans, insurance); Economics of free enterprise system.

Individualized Study Units:
Basic skill improvement (reading and math); Expanding vocational vocabulary; Use of reference materials; On-the-job training.

EVALUATION/INDICATORS OF SUCCESS

This is only the second year for the program. The one-year follow-up summary 1979-80:

43% working full time in the occupation which he/she trained for.
17% working full time in an occupation in a related field.
8% attending a college or university full time.
4% attending a college or university and working part time in an occupation for which trained.
4% unable to locate.
8% military service.
4% ill or deceased.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Grounds and Building Services

OPERATING AGENCY/INSTITUTION Tulsa County Area Vocational-Technical School
3420 South Memorial Drive Tulsa, OK 74145

CONTACT PERSON Dr. Wayman Penner Tel. No. (918)627-7200

TARGET POPULATION

High school juniors and seniors that are educable mentally handicapped

Number served: 40 Period of time: one school year (this is a two-year program)

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/ or life skills
x self concept development
x work attitudes/ habits
x motivation
____ parent involvement
x career exploration/ awareness
x career counseling
x employability skills
x work experience
____ community service/ learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The Grounds and Building Services is a two-year program, starting in grade eleven. Three (3) units of credit may be earned each year. Students will learn to use, care for, and handle safely the tools, machines, and materials commonly used in the trade. Instruction will be given in the areas of building maintenance, grounds maintenance, and maintenance of equipment.

Our goal is to provide training which will enable these exceptional students to enter employment commensurate with their interest and aptitude.

We have two trained certified instructors in the fields of Special Education and Vocational Education to instruct the students in both theory and laboratory work.

We also have a full-time placement and retention specialist to work with the students and their employers after completion of their training and they are job ready.

EVALUATION/INDICATORS OF SUCCESS

Evaluation by local administration and the Oklahoma State Dept. Voc-Tech Education.

The best indicator of success of this program is the job placement record and (O.J.T.-- on-job-training). To date, 90% of the students who complete the training are working or furthering their training.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Home, Business, and Industrial Services

OPERATING AGENCY/INSTITUTION Indian Meridian Area Vo-Tech School
1312 South Sangre Road Stillwater, OK 74074

CONTACT PERSON Amelia Pruitt, Instructor Tel. No. (405)377-3333

TARGET POPULATION

Number served: 20/year Period of time: annually since 1976

Appropriate descriptors of the program/activity

- ___ recruitment
- _x_ basic academic skills
- _x_ job skills training
- _x_ interpersonal and/or life skills
- _x_ self concept development
- _x_ work attitudes/habits
- _x_ motivation
- ___ parent involvement
- _x_ career exploration/awareness
- _x_ career counseling
- _x_ employability skills
- _x_ work experience
- _x_ community service/learning experience
- _x_ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

This program is designed for sophomore students and may serve them until they graduate from the twelfth grade. The first two years are devoted to training students in skill areas. The third year the program is designed as a cooperative program or on-the-job training. The training program is divided into training modules.

These modules include: custodial services, business and industrial methods, institutional and residential housekeeping services, food preparation, nutrition and food services, child care services, basic clothing construction, maintenance and commercial sewing.

EVALUATION/INDICATORS OF SUCCESS

The majority of the graduates are working in related occupations and have been able to lead successful and productive lives.

TITLE OF PROGRAM/ACTIVITY Indian Meridian Area Vo-Tech School - Extension Programs

OPERATING AGENCY/INSTITUTION Indian Meridian Area Vo-Tech School
1312 South Sangre Road Stillwater, OK 74074

CONTACT PERSON Patsy Allen, Director Tel. No. (405)377-3333

TARGET POPULATION

Specific groups were not identified, but classes and seminars were made available to all residents of the district.

Number served: 553 Period of time: January 1, 1980 to November 30, 1980

Appropriate descriptors of the program/activity

___ recruitment
___ basic academic skills
x job skills training
___ interpersonal and/or life skills
___ self concept development
___ work attitudes/habits
___ motivation
___ parent involvement
___ career exploration/awareness
___ career counseling
x employability skills
___ work experience
___ community service/learning experience
___ placement
___ job development
x staff upgrading
x interagency coordination BIA, CETA, RESC
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

The goal of the IM Extension Program is to extend the services an area vo-tech school is able to provide to all of the people in the district, regardless of restrictions they have or where they live. This program was developed because as educational programs were analyzed, many unemployed, under-employed, handicapped, disadvantaged, and citizens of small communities in the district had few opportunities to participate in IM programs because of the distance involved in commuting to Stillwater.

The extension program makes vocational classes more easily accessible to post-secondary students, thus helping them obtain or upgrade skills for employment. The classes are held in area high school facilities, libraries, community rooms, hospitals, and fairground buildings. Courses represent several diversified occupational areas including health services, secretarial training, real estate, and homemaking. The evening training programs range from 9 to 72 hours in length depending upon program objectives.

EVALUATION/INDICATORS OF SUCCESS

The success of this program is evidenced by its growth as over 1500 people have participated, with 553 age 24 or younger, since it began in January of 1980.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Indian Meridian Area Vo-Tech School - Extension Program
OPERATING AGENCY/INSTITUTION Indian Meridian Area Vo-Tech School
1312 South Sangre Road Stillwater, OK 74074
CONTACT PERSON Patsy Allen, Director of Extension Tel. No. (405)377-3333

TARGET POPULATION

High School seniors

Number served: 323 Period of time: April 1, 1980 to May 15, 1980

Appropriate descriptors of the program/activity

recruitment
basic academic skills
job skills training
interpersonal and/ or life skills
self concept development
work attitudes/ habits
motivation
parent involvement
x career exploration/ awareness
career counseling
employability skills
work experience
community service/ learning experience
x placement
job development
staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

The Indian Meridian Extension Program in conjunction with the Oklahoma State Security Commission developed and implemented Employment Seminars in six, small, rural high schools. The seminars presented information about the location and services provided by the state security commission office, current trends in employment, skills for completing job applications and job interviewing, and proper dress and attitudes for work.

EVALUATION/INDICATORS OF SUCCESS

Eighty-two percent of the students were not aware of the employment services available to them, free of charge. After participating in the program, they knew locations of state employment offices and proper steps to follow in locating a job.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Institutional and Residential Services

OPERATING AGENCY/INSTITUTION Tulsa County Area Vocational-Technical School
3420 South Memorial Drive Tulsa, OK 74145

CONTACT PERSON Dr. Wayman Penner Tel. No. (918)627-7200

TARGET POPULATION

High school juniors and seniors that are educable mentally handicapped

Number served: 26 Period of time: one school year (this is a two-year program)

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The Institutional and Residential Services is a two-year program starting in grade eleven. Three (3) units of credit may be earned each year. Institutional and Residential Services offers students technical and functional skills with "hands-on" experiences in the laboratory classroom. Students will learn about the food service industry, home and institutional care, health care services, child care skills, and clothing basics. The Personal Services Occupational Cluster is growing. Students enjoy learning to care for the needs of others by actually preparing and serving meals, practicing household care, and simulating world of work situations.

Our goal is to provide training which will enable these exceptional students to enter employment commensurate with their interest and aptitude.

We have two trained certified instructors in the fields of Special Education and Home Economics to instruct the students in both theory and laboratory work.

We also have a full-time Job Retention Specialist to work with the students and their employers after completion of their training and they are job ready.

EVALUATION/INDICATORS OF SUCCESS

Evaluation by local administration and the Oklahoma State Dept. of Vocational-Technical Education.

The best indicators of success of the program is the job placement record and (O.J.T.--on-job-training). To date, 90% of the students who complete the training are working on furthering their training.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Life Skills Career Assessment

OPERATING AGENCY/INSTITUTION Moore-Norman Area Vocational Technical School
4701 12th Avenue, NW Norman, OK 73069

CONTACT PERSON Suzanne Allford Tel. No. (405)364-5763

TARGET POPULATION

Number served: 40 Period of time: 4 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
x interpersonal and/ or life skills
x self concept development
x work attitudes/ habits
____ motivation
____ parent involvement
x career exploration/ awareness
x career counseling
x employability skills
____ work experience
____ community service/ learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

1. Goal: To evaluate an individual's life skills and compare their skills with those required in various occupations.
2. Activities: A Life Skills Assessment consists of three simulated exercises:
   1. Group Discussion Exercise: participant interest with each other.
   2. Problem Analysis Exercise: participant interacts with two assessors.
   3. In-Basket Exercise: participant organizes a vast amount of material in a limited time period.
3. Evaluation Process: A team of trained assessors (one assessor for every two assessees) observe the participant's performance and concur on a group rating for each of the skill areas.
4. Skills Measured: Decision Making, Leadership, Oral/ Written Communications, Initiative, Interpersonal, Organization, Perception, Inner Work Standards, Pressure from others, the Environment
5. Staffing: Assessment Center Director
   Numerous Instructors Trained as Assessors

EVALUATION/INDICATORS OF SUCCESS

While this program is new for us, we feel its correlation with our aptitude and interest evaluation is the final step to a complete assessment.

TITLE OF PROGRAM/ACTIVITY Mobile Career Development

OPERATING AGENCY/INSTITUTION State Department of Vocational and Technical Education
1515 West Sixth Avenue Stillwater, OK 74074

CONTACT PERSON Lou Ann Hargrave, Career Specialist Tel. No. (405)584-2893

TARGET POPULATION

We work with every type of minority group that exists in Southeast Oklahoma. Our mobile unit is readily available to all handicapped students. We work with students in grades 7 through 12 and adults that need career information.

Number served: 5,620 Period of time: 10 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
_x_ work attitudes/habits
_x_ motivation
____ parent involvement
_x_ career exploration/awareness
_x_ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Mobile Unit IV is a specially designed 60' x 12' trailer that contains 2 offices, 1 classroom, and 1 audio-visual room. This trailer holds films, filmstrips, slides, microfiche, pamphlets, booklets, leaflets, books, kits, etc., which pertain to careers.

We work with each class using a flexible curriculum, that fits their age group at the first 20 minutes of a class period. The latter 40 minutes of each period consists of students gathering information according to their individual needs. Generally there are two career specialists working approximately 8 students an hour. Time spent with each student is valuable, since they are allowed only one visit per year without special permission from official school personnel.

The two main goals of Mobile Career Development are career awareness and career exploration. Of course, we try to inspire youth to develop good work attitudes and habits with the desire that they will become motivated to succeed in the career they select. Once students have a career plan, we find that they do not resent attending school. This is greatly due to their realization that school is the major route to reach their career goal. We also stress that there are many forms of schools other than public schools and colleges, that teach skills that lead to well paying jobs.

EVALUATION/INDICATORS OF SUCCESS

Each year at a different school than previous time, we allow students of every classification to evaluate past and present visits to our unit. We have received constructive criticism that has been used to restructure our curriculum to better benefit students.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Mobile Career Development

OPERATING AGENCY/INSTITUTION State Department of Vo-Tech
1515 East 6th, Stillwater, OK 74074

CONTACT PERSON John Sokolosky, Director
P.O. Box 530 Wilburton, OK 74578

Tel. No. (918)465-3949

TARGET POPULATION

Program serves students in grades 7-12 and adults in parts of 14 counties.

Number served: approx. 3,600 Period of time: September-June

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
*x parent involvement
x career exploration/awareness
x career counseling
____ employability skills
*x work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

*Summer Program CETA

PROGRAM/ACTIVITY DESCRIPTION

Goals of the Program: 1) Provide career information to both students and adults, 2) To improve if necessary or encourage a positive image of work, 3) Provide information on training programs and training sites. (Serve as liaison between business/industry and the schools.)

Activities: Small group and individual counseling, career exploration through the use of films, pamphlets, brochures, labor market materials, tapes, microfiche, career games, and group discussions, tours of business/industry and/or training programs. Classroom presentations. Special programs such as Job Interviewing Techniques, Job Attitudes, Women In the World of Work, Why People Work, etc. Radio programs, public assemblies, adult meetings.

Instructional Strategies and Duration: Groups of approx. 10-12 students are scheduled to visit the mobile unit for one class period. However, this year we are scheduling students in 2 class period blocks (1 hour for career information presentation, discussion and group film, and 1 hour for individual career exploration). Upon request, special "World of Work" programs or career awareness activities are presented in the classroom to elementary students. Upon request, special programs relating the subject matter area to the world of work are presented to junior high students in the classroom.

Staffing: Each mobile unit is staffed by two career specialists, a Director and a secretary.

EVALUATION/INDICATORS OF SUCCESS

Several methods of evaluation are used - team of evaluators, feed back from administrators and faculty through faculty meetings, Management By Objectives System, and weekly reports.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Summer Youth Employment Program - Work Experience

OPERATING AGENCY/INSTITUTION CETA - City of OKC - Human Resource Department

315 N. Hudson Oklahoma City, OK 73102

CONTACT PERSON Regina Edwards, Youth Coordinator Tel. No. (405)231-2916

TARGET POPULATION

Economically disadvantaged youth 16-21 years, handicapped and all ethnic groups

Number served: 629 **Period of time:** June 6, 1980 through August 28, 1980

Appropriate descriptors of the program/activity

x recruitment
___ basic academic skills
___ job skills training
___ interpersonal and/or life skills
___ self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
___ placement
___ job development
___ staff upgrading
x interagency coordination
x support services bus tickets
x other Job Fair & Career Activities

PROGRAM/ACTIVITY DESCRIPTION

The Summer Youth employment program for 16-21 year olds provided work-experience in the following areas: Health occupations, Parks and recreation centers, Social Service agencies, federal, state and local government agencies, schools and churches. Orientation was held for parents, supervisors and participants. Staffing for the program consisted of eight field counselors, three clerical staff and a coordinator. Highlights of the program was a job fair at one of the local malls with youth worksite projects being exhibited. Career Day activities were held at the Myriad Convention Center and over 300 youth attended. Speakers from various career occupations gave presentations and displayed career information. Students received wages of $3.10 per hour for 32 hours per week.

EVALUATION/INDICATORS OF SUCCESS

A positive evaluation report was received from the Dept. of Labor field representative. The independent monitoring unit also evaluated the program.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Vocational Technical Education - Youth Project

OPERATING AGENCY/INSTITUTION Foster Estes Vocational Technical Center
4901 South Bryant Oklahoma City, OK 73109

CONTACT PERSON Phil Myers, Administrator Tel. No. (405)672-6751

TARGET POPULATION

Economically disadvantaged youth 14-15 years old, all ethnic groups & handicapped

Number served: 210 **Period of time**: June 6, 1980 to July 18, 1980

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- ___ career counseling
- x employability skills
- ___ work experience
- x community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- x interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

The overall purpose of the Vocational Technical Education Youth Program was to provide 14 and 15-year-old youth with career exploration in vocational training and basic academic skills. The program contained 30 days for the students. The students were provided school bus transportation to and from the center as well as free lunch. Allowances of $2.65 per hour were paid to the students. With the approval of the State Department of Education, students in grade nine (9) or above received one elective credit for successfully completing the program. The students' schedule consisted of three (3) hours of occupational exploration in the areas: commercial art, upholstery, sheet metal, clerical, drafting, small engine repair and electronics. Academic hours in math and language arts related instructions were taught. Field trips to private industry sites were provided.

EVALUATION/INDICATORS OF SUCCESS

The program received positive evaluation from the Independent Monitoring Unit and from representatives making field visits from the Department of Labor.

TITLE OF PROGRAM/ACTIVITY YES (Youth Educational Summer) a SYEP Project

OPERATING AGENCY/INSTITUTION South Oklahoma City Junior College
7777 South May Avenue Oklahoma City, OK 73159

CONTACT PERSON Karen E. Kamm, Project Director Tel. No. (405)682-1611

TARGET POPULATION

Summer youth 14 and 15 years old. All ethnic groups, economically disadvantaged and handicapped

Number served: 115 Period of time: June 6, 1980 - July 28, 1980 (8 weeks)

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
___ job skills training
x interpersonal and/or life skills
x self concept development
___ work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
___ employability skills
___ work experience
___ community service/learning experience
___ placement
___ job development
___ staff upgrading
___ interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

The overall purpose of the YES program was to provide its students a positive educational experience. The instructional content was designed to improve student skills academically and socially and to provide guidance in the selection of career goals. Applications were accepted for nine full-time and two half-time facility positions. The curriculum for the program included four courses: two and one-half hours of reading/writing instructions, one and one-half hours of human relations and one hour of career exploration. The students attended classes Monday through Thursday, six hours per day for eight weeks, allowances of $2.65 per hour paid to students.

EVALUATION/INDICATORS OF SUCCESS

The goals were met and were realistic. Reading levels of youth were increased by 1/2 grade level. Overall staff cooperation was good positive reports from DOL and IMU.

OKLAHOMA

TITLE OF PROGRAM/ACTIVITY Youth Enterprise Program - Byng Cooperative Model of Entrepreneurship Awareness

OPERATING AGENCY/INSTITUTION Byng School
Route 3 Ada, OK 74820

CONTACT PERSON Wayne Gray, Vocational Director Tel. No. (405)332-4282

TARGET POPULATION

At least 16 years of age, CETA eligible, enrolled in a Byng vocational program, recommended by respective vocational instructors

Number served: 14 Period of time: October 1, 1979 - May 31, 1980

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
____ employability skills
x work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

In our original program, 14 students operated a leathercraft business after regular school hours (3:30-6:30 p.m.). The time period included one hour's classroom instruction in small business ownership and two hours' operation of a leathercraft business. Participants received training allowances paid by CETA funds. The program was extended during the summer of 1980 to an eight-hour day with three hours classroom instruction and five hours actual business operation.

This year the program has been continued, but modified considerably. In order to reach all senior high vocational students, an entrepreneurship seminar is being taught in all vocational programs by the Entrepreneurship Coordinator/Instructor. The leathercraft business was not continued, but the entrepreneurship awareness segment of the original program was broadened considerably.

EVALUATION/INDICATORS OF SUCCESS

Entrepreneurship is emerging as one of the most important programs in vocational education. Students in all vocational programs face the possibility of some day owning their own business. Though Byng is a rural school, it offers 13 vocational programs. Entrepreneurship training is a significant addition to Byng's already superb vocational program. Further, entrepreneurship even on a limited scale offers a viable alternative to the economic problem of unemployment.

TITLE OF PROGRAM/ACTIVITY Youth Re-Entry Program

OPERATING AGENCY/INSTITUTION Oklahoma City Public Schools
900 N. Klein Oklahoma City, OK 73106

CONTACT PERSON Saundra Vallejo Tel. No. (405)677-4434
Sharon A. Lease (405)232-7733

TARGET POPULATION

Youth who have dropped out of school

Number served: 50 **Period of time:** 18 months

Appropriate descriptors of the program/activity

- ___ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- ___ motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- ___ employability skills
- x work experience
- ___ community service/learning experience
- ___ placement
- ___ job development
- ___ staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

The "Youth Re-Entry" Program under the Vocational Education/Career Awareness Funding Project is designed for students between ages of 16 and 21 years who have dropped out of school (and have been out of school for approximately one (1) school year).

These students are given the opportunity to study in a specific vocational training area while working toward credits in Language Arts (English), Developmental Reading and Mathematics. A student may also, depending on age, prepare for the G.E.D. to attain a high school diploma.

1. Help students to work toward a high school diploma while also receiving help with their subjects on a remedial level if needed;
2. Benefit from specific vocational training programs;
3. Integration with the above in helping the student become more familiar with the "World of Work" and developing a consciousness with Career Awareness.

EVALUATION/INDICATORS OF SUCCESS

Evaluated:
1) Dept. of Ed. - Washington, D.C.
2) Dept. of Voc/Tech. Ed. - Stillwater, Oklahoma
3) CETA - Oklahoma City.

The "success rate" is approximately 60 to 65% (i.e. students who have passed preliminary testing and/or acquired their G.E.D.'s or obtained enough credits to return to regular high school and are gaining a trade or skill).

OREGON

TITLE OF PROGRAM/ACTIVITY (CE$_2$) Community Experiences for Career Education

OPERATING AGENCY/INSTITUTION Tigard School District 23J

13137 SW Pacific Hwy. Tigard, OR 97223

CONTACT PERSON Dorothy Shinn Tel. No. (503)620-1620

Ext. 235

TARGET POPULATION

Open, by application, to grades 11 and 12

Number served: 60+ **Period of time:** Year

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
____ employability skills
____ work experience
x community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

CE$_2$ is a full-time alternative program designed for students who want to "take charge" of their learning. CE$_2$ is Experience-Based. That means that about half of the time is spent outside the school on community sites selected by the student. On those sites, students learn job related skills and academic subjects in a very personal and individual way. Academic subjects are directly related to areas of interest indicated by the student. Each student works with staff members to design his/her own learning plan. Academic requirements include activities in basic skills, life skills and career development. Three credits may be earned each semester.

CE$_2$ is designed for the student who wants the chance to be treated as a responsible yount adult. CE$_2$ is for students who are willing to make choices - to plan their own strategy for learning and accept full responsibility for their behavior. CE$_2$ is for students who plan to attend college or trade school, join the military or get a job.

TITLE OF PROGRAM/ACTIVITY In-School Program

OPERATING AGENCY/INSTITUTION Lane County Department of Employment and Training
135 E. 6th Avenue Eugene, OR 97401

CONTACT PERSON Laurie Swanson Tel. No. (503)687-3846

TARGET POPULATION

In-School youth, 14-21, who are economically disadvantaged or disabled

Number served: 283 Period of time: October 1, 1979/September 30, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
___ job skills training
___ interpersonal and/or life skills
___ self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
___ staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Lane County has an urban/rural split serviced by 16 school districts. Since the inception of YETP, the Prime Sponsor has approached each school district with a noncompetitive RFP requesting their involvement in the LEA program, giving the districts the full range of career employment experience and transition services options. The Prime Sponsor guarantees the districts a minimum of $4800 to attract the very small districts. The planning estimates range up to $64,000. This methodology enables the school districts to plan according to their specific needs and utilize existing staff which maximizes the funds available for the participants.

Once the districts' proposals are approved by the Prime Sponsor, the districts receive financial agreements authorizing the programs. The Prime Sponsor staff does the eligibility certification for the districts. The districts are responsible for caseload management utilizing forms provided by the Prime Sponsor.

EVALUATION/INDICATORS OF SUCCESS

Eleven of the 16 school districts are currently involved during FY '82 and 14 in FY '83. The school districts have become strong advocates for CETA programs and have indicated a willingness to recruit the non-involved districts into the program. This is particularly noteworthy since prior to YETP, this Prime Sponsor had very little contact with in-school youth and ran primarily an out-of-school youth program. The school district in the mid '70's were a source of a lot of negative feedback about CETA.

Some of the school districts are experimenting with new approaches to the target populations and when successful incorporating the new programs into the regular curriculum. The Prime Sponsor is truly seeing some institutional change.

OREGON

TITLE OF PROGRAM/ACTIVITY Jackson County (CE)2 Program

OPERATING AGENCY/INSTITUTION Jackson County Education Service District
101 N. Grape Street Medford, OR 97501

CONTACT PERSON Dr. Vincent A. Gallo Tel. No. (503)766-8598

TARGET POPULATION

High school youth, (juniors and seniors) or students 16 years old

Number served: 55 Period of time: each year since 1977

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services
____ other

PROGRAM/ACTIVITY DESCRIPTION *

The Jackson County (CE)2 Program offers to high school youth an alternative to existing high school curriculum. As a community-based program, student experience at a learning site and planned academic activities can earn academic credits leading toward graduation.

Goals: (CE)2 accomplishes 3 goals for students. They are:

1. High school graduation
2. Prevocational skills including firsthand knowledge of adult expectancies (time management).
3. Employment and career orientation both short and long-term.

Staff: Adults in the community as well as teachers, (CE)2 staff members, and others.

Program Content: The learning program is a blend of reading, mathematics, English language skills, and career and life skills directed toward adulthood, gainful employment, and/or further schooling.

Curriculum Activities: Students are required to become involved in the following activities:

-- Job exploration (2 weeks duration)
-- Long term job learning (2-13 weeks duration)
-- Survival skills
-- Student projects
-- Skill building job learning
-- Seminars
-- Student journals
-- Career exploration
-- Time management/accountability

EVALUATION/INDICATORS OF SUCCESS

Follow-up survey.

TITLE OF PROGRAM/ACTIVITY Job Club

OPERATING AGENCY/INSTITUTION Multnomah-Washington CETA Consortium
806 SW Broadway, Suite 325 Portland, OR 97205

CONTACT PERSON Linda Huddle, Program Director Tel. No. (503)248-5192

TARGET POPULATION

Youth and adults

Number served: 120-240 Period of time: year

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/ or life skills
- ____ self concept development
- ____ work attitudes/ habits
- ____ motivation
- ____ parent involvement
- x career exploration/ awareness
- x career counseling
- ____ employability skills
- ____ work experience
- ____ community service/ learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- x other
  Job Search skills

PROGRAM/ACTIVITY DESCRIPTION

A one-week program to teach job search skills, provide group support and offer one-on-one counseling and supplementary services to assist in the job search. Mornings are spent in producing job leads, writing resumes, thank you notes, etc., offering support; afternoons are spent in making and attending employment interviews. Attendees come from subsidized placements, assessment programs, or may be CETA participants needing only this service.

The program is followed up by group meetings on an as-need basis and one-on-one counseling until a placement is found. People may go through the structured one-week program again, if needed.

EVALUATION/INDICATORS OF SUCCESS

Number and quality of placements, plus time needed to find employment. Staff and participants evaluate the program.

OREGON

TITLE OF PROGRAM/ACTIVITY Job Search

OPERATING AGENCY/INSTITUTION Tamarack Learning Center
1560 NW Newport Avenue Bend, OR 97701

CONTACT PERSON Thomas Del Nero Tel. No. (503)382-8646
Rosie Bareis

TARGET POPULATION

Economically disadvantaged high school dropouts aged 16-21

Number served: 60-70 Period of time: 12 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
____ self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
____ work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Job Search is an activity undertaken at the end of a participant's involvement in the Youth Employment and Training Program. It consists of the youth having written a resume, learned some interview techniques, and developed some idea of the kind of job he/she is looking for. These steps are completed in Careers Class.

The student makes a list of potential job sources and calls for an appointment. Armed with the Targeted Job Tax Credit (when appropriate) and a resume, the youth completes the job application and interviews for the job. The participants receive their regular wage prorated for a minimum of six contacts per day.

If the student is hired, all of the students in the class celebrate the event on the Career Day, which is every Friday. If the student is not hired, he/she is given support and encouragement to "hang in there" and try again the next day.

EVALUATION/INDICATORS OF SUCCESS

A large percent of our students have been hired in unsubsidized jobs using this approach.

OREGON

TITLE OF PROGRAM/ACTIVITY Job Survival

OPERATING AGENCY/INSTITUTION Tamarack Learning Center
1560 NW Newport Avenue Bend, OR 97701

CONTACT PERSON Thomas Del Nero Tel. No. (503)382-8646
Rosie Bareis

TARGET POPULATION

Economically disadvantaged high school dropouts aged 16-21

Number served: 60-70 Period of time: 12 months (each participant is involved for 3-5 months)

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- ____ motivation
- ____ parent involvement
- ____ career exploration/awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

This program has been based upon two commercial programs--Job Survival and Career Exploration Library. Both are available through Lake Shore Curriculum Company.

The Job Survival kit has a format which is useable in and out of itself, or with additions from other sources.

The Career Exploration Library is a filmstrip cassette unit with interest rating sheets.

We have found it best to use this in small group settings. Films may also be used on an individual basis.

EVALUATION/INDICATORS OF SUCCESS

Some of the evaluation is subjective. We are often able to see growth daily in terms of communication skills in the small group interaction sessions. We also believe that this is just one element of a holistic approach which assists youth obtain and maintain employment upon completion of the program.

OREGON

TITLE OF PROGRAM/ACTIVITY Junior/Senior Program

OPERATING AGENCY/INSTITUTION Multnomah-Washington CETA Consortium
806 SW Broadway, Suite 325 Portland, OR 97205

CONTACT PERSON Linda Huddle, Youth Program Director Tel. No. (503)248-5192

TARGET POPULATION

CETA participants who are nearing high school graduation or reduced school commitments who need work

Number served: 41 Period of time: one year (one session per quarter)

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
____ interpersonal and/or life skills
x self concept development
____ work attitudes/habits
____ motivation
____ parent involvement
x career exploration/awareness
x career counseling
____ employability skills
____ work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
x other
Job search skills

PROGRAM/ACTIVITY DESCRIPTION

A two-week interest and aptitude assessment program followed by a one-week job club for in-school youth who are on the CETA program and are nearing high school graduation.

The goal is to provide them with 1) a knowledge of their interests and aptitudes and how that relates to job characteristics, 2) skills in job search, 3) support in the job search process, 4) unsubsidized employment or temporarily-subsidized work which will result in unsubsidized work.

The curriculum is based on the Bolles approach to job finding relating an assessment of one's interests and aptitudes to job requirements and using informational interviewing as a primary tool in the job search. The two-week assessment period uses interest and aptitude measures, group discussion, written exercises and in-the-field interviewing. The one-week job club consists of morning support and information sessions every day with afternoons devoted to setting up appointments for interviews and interviewing. Participants meet at least once the following week as a group or for individual appointments to check on progress and may come in for one-on-one counseling until they find a job.

Participants seek direct employment first, but may also use job sampling (a one-month placement to determine appropriateness of job) or an on-the-job training contract which are subsidized by CETA as a step to being hired by the employer.

EVALUATION/INDICATORS OF SUCCESS

Success indicators are the number and quality of placements found and the self-confidence participants gain in their ability to find employment on their own. The project is evaluated by staff and participants. It is successful because of: 1) self-knowledge it teaches, 2) independence gained, 3) group support provided, and 4) continuing contact maintained until employment is found.

OREGON

TITLE OF PROGRAM/ACTIVITY SPECIAL NEEDS Component - Summer Youth Emp. Pgm. (SYEP)

OPERATING AGENCY/INSTITUTION Lane County Employment and Training
135 East 6th Eugene, OR 97401

CONTACT PERSON David Abramowitz, Special Needs Coord. Tel. No. (503)687-3841

TARGET POPULATION

Disabled youth ages 14-21, mildly retarded, moderately retarded, orthopedically impaired, learning disabled, visually impaired, organic disorders and hearing impaired.

Number served: 200 Period of time: Summer 1980

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- ____ motivation
- x parent involvement
- x career exploration/awareness
- ____ career counseling
- x employability skills
- x work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Goal: Provide summer work experience to disabled clients in community work environments.

Strategy:

1) Early outreach, identification of population, assessment of assistance needed, staffing to meet the needs of the client.
2) Clients who required 1:1, received assistance from other summer youth trained as co-workers in task analysis, data taking, mobility training, behavior management techniques.
3) Information on work experience went back to the school programs, providing the school program with insight into the abilities of their students in a non-school situation.
4) Provided access for special education seniors into the year-round CETA Program.

EVALUATION/INDICATORS OF SUCCESS

1) Low dropout rate during summer,
2) Parents, teachers, and employers have expressed satisfaction with the level of assistance that is provided, and
3) Data supports growing independence on the job.

OREGON

TITLE OF PROGRAM/ACTIVITY Vocational Assessment Program for Handicapped Youth

OPERATING AGENCY/INSTITUTION Mult-Wash CETA Consortium & Washington County ESD

806 SW Broadway, Suite 325 14150 NW Science Park Drive
Portland, OR 97205 Portland, OR 97229

CONTACT PERSON Linda Huddle, CETA Youth Program Director

Tel. No. (503)248-5192

TARGET POPULATION

Handicapped youth in high school

Number served: 96 Period of time: Nine months

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- ____ motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- ____ employability skills
- ____ work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- x other Vocational aptitude and interest assessment

PROGRAM/ACTIVITY DESCRIPTION

This project utilizes the JEVS vocational assessment system for testing and evaluating handicapped students from local high schools. In addition, staff members meet with teachers, counselors, parents, and youth to interpret the results and develop an individual educational and employment plan for each student. Staff suggests employment opportunities with which the youth's aptitudes would be most closely matched. Funds are available for subsidized short-term placements for all youth who are job-ready and CETA counselors work with school counselors in placing youth in subsidized and unsubsidized jobs. They also work together in developing work sites.

EVALUATION/INDICATORS OF SUCCESS

Success is measured by EDP's written and analyzed for each student, placements found, realistic plans made and contacts produced for carrying the program out, work experience gained. Staff, advisory board, teachers, counselors, and parents all evaluate the program.

PENNSYLVANIA

TITLE OF PROGRAM/ACTIVITY The Glen Mills School Counselor/Trainee Program

OPERATING AGENCY/INSTITUTION Chester County Manpower Programs, Court House Annex
17 N. Church Street West Chester, PA 19380

CONTACT PERSON Jill Jackson, Coordinator for Work Exp. Tel. No. (215)431-6900

TARGET POPULATION

Adjudicated delinquent male youth, court committed to Glen Mills School, 16-19 years of age, economically disadvantaged

Number served: 12 Period of time: 9 month period, January 1, 1980-Sept. 30, 1980

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- community service/learning experience
- x placement
- job development
- staff upgrading
- interagency coordination
- support services
- other

PROGRAM/ACTIVITY DESCRIPTION

Funded through Chester County Manpower Programs under Title IV YETP, the Glen Mills Schools Counselor/Trainee Program trains unemployed adjudicated youth to be Cottage-Specialists in the filed of juvenile corrections. The youth must be referred by his group living team leader, student council, and school director for entry into the program.

The participants receive basic skill instruction in a classroom setting in preparation for G.E.D., and they are trained approx. 30 hours per week as a Cottage/Specialist. At the end of the 9-month program, those completing the training are offered the opportunity to apply for full-time positions on the regular staff of the school. During training, the participants receive counseling and instruction in:

1) Guided Group Interaction,
2) Normative Systems,
3) Job Description and Performance Evaluation,
4) Supervisory Training,
5) Problem Solving,
6) One-to-One Counseling,
7) Understanding of Responsibility,
8) Group Dynamics,
9) Utilization of knowledge for Team, Student, and Self Growth, and
10) How to write progress summaries and discharges.

The program is staffed by one full-time program director who is a regular employee of the school.

EVALUATION/INDICATORS OF SUCCESS

The program is evaluated on the number of positive terminations and the number entering employment. Of the 12 youth served in FY 1980, 6 were positive terminations, and 5 of those were hired as cottage/specialists by the school.

PENNSYLVANIA

TITLE OF PROGRAM/ACTIVITY In School Work Experience Title IIB

OPERATING AGENCY/INSTITUTION Fayette County Employment and Training Agency
18 N. Beeson Blvd. Uniontown, PA 15401

CONTACT PERSON Dr. Gwendolyn Farmer, Executive Director Tel. No. (412)437-7995

TARGET POPULATION

Economically disadvantaged youth, 16-21, minority groups, females, and handicapped persons

Number served: 309 Period of time: Fiscal Year 1980
October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- ____ self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- x support services Counseling and guidance
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

The In School Work Experience Program is designed to provide economically disadvantaged students with an opportunity to obtain valuable employment experience while supplementing their family income.

The goal of the In School Work Experience is to enhance the future employability of economically disadvantaged youth through part-time work experience providing an incentive for students to complete their formal education and introducing them to the responsibilities involved in a work situation.

Students attend school during the day and are employed 10 hours a week throughout the school year. Upon termination of the In School Program, every attempt will be made to transfer participants into the CETA Summer Youth activities.

High school guidance counselors refer economically disadvantaged students for the program to the local Bureau of Employment Security for screening. The participants are placed in various worksites by qualified CETA staff members.

EVALUATION/INDICATORS OF SUCCESS

Evaluation is done by our Independent Monitoring Unit employing their various methods.

Successful indicators are measured by the increased desire to complete school and the increase in a more positive work habits and a better self-image.

TITLE OF PROGRAM/ACTIVITY Lehigh Valley Youth Employment Coalition
OPERATING AGENCY/INSTITUTION Lehigh Valley Manpower Program
P.O. Box 2365 ASC-10 Lehigh Valley, PA 18100
CONTACT PERSON Jeffrey Cooper, Deputy Director Tel. No. (215)435-9451

TARGET POPULATION

16-23, Out-of-school, dropouts, all minority groups, E.E.D.

Number served: 120 Period of time: Nine months

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
x support services day care, drivers' education advocacy
____ other

PROGRAM/ACTIVITY DESCRIPTION *

Organization - Program runs in cooperation with prime sponsor, 3 community based organizations subcontracted for work experience, 1 community based organization subcontracted to provide GED preparation, adult based education, English as second language, and transportation services, and/or community based organization for fiscal services.
Staffing and Responsibility - Lehigh Valley Manpower Program-6 outreach workers-responsible for recruitment intake, problem resolution and program continuity. One special counselor-responsible for employability development plan, career counseling, employability skill development. One Deputy Director-administration of program.
Community based organizations subcontracted for: 1) Work Experience, 2) Educational services, 3) Fiscal services.
Client Flow 1) Selection/recruitment-self explanatory,
2) Screening-primary responsibility is that of outreach worker. Final selection is done in consensus meeting with Deputy Dr., Special Counselor, Outreach Workers, and Educational Staff.
3) Work Experience-quality and intensive supervision in community beautification programs. Additional vocational/career counseling, assessment of attitudes/habits/motivation, preparation for vocational training interviews are goals in this area.
4) Training and Job Development-utilization of prime sponsor and community training programs for acquisition of occupational skills. Toward end of training job development and placement services are rendered.

Important in this model is that the Outreach Worker is in constant communication with participant. Caseload is maximum of 20. Special Counselor is available for special needs.

EVALUATION/INDICATORS OF SUCCESS

1. Percentage of positive placement, 2. Cost per positive placement, 3. Percentage of GED success, 4. Retention rates in various components. Program started in lage May 1980. Not fully operational yet. Preliminary indications show high rate of GED acquisition, low negative termination rate in occupational training. Again, critical in delivery of services is the continuity the Outreach Worker offs throughout the program.

PENNSYLVANIA

TITLE OF PROGRAM/ACTIVITY Project Transition

OPERATING AGENCY/INSTITUTION Montgomery County Community College
340 DeKalb Pike Blue Bell, PA 19422

CONTACT PERSON Pauline Howard Tel. No. (215)643-7362

TARGET POPULATION

16-21 Years old, 85% of Lower Living Standard Income Level or Economically Disadvantaged, High School Drop Outs

Number served: 50 Period of time: Fiscal Year 1981

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
community service/learning experience
x placement
x job development
staff upgrading
interagency coordination
x support services
other

PROGRAM/ACTIVITY DESCRIPTION

Project Transition provides instruction in basic skills, preparation for the GED and specific skills necessary for career or educational goal attainment. Vocational instruction activities include courses in office procedures, secretarial skill training, computer science, career education and daily living skills.

Program participants will receive supportive services on a regularly scheduled basis. These include: individual and group counseling, work progress review, career counseling, job placement, faculty advising and special counseling groups. Participants have access to special college support services. Services available through the community will be made available on an as-needed basis.

EVALUATION/INDICATORS OF SUCCESS

Monthly and quarterly progress reports on individual and project activities will be completed by the worksite. Success will be measured by the realization of program objectives.

Success has been demonstrated in the past by the high number of GED's attained and a high rate of gaining employment.

TITLE OF PROGRAM/ACTIVITY 70,001

OPERATING AGENCY/INSTITUTION YWCA & YMCA of Central Montgomery County
DeKalb & Chestnut Streets Norristown, PA 19401

CONTACT PERSON Bonnie McMears Tel. No. (215)277-9228

TARGET POPULATION

16-21 years old, high school dropouts

Number served: 30 Period of time: Fiscal year 1981

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
___ staff upgrading
x interagency coordination
x support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

Norristown 70001 provides the following services to disadvantaged youth in Montgomery County: 1) job placement in private industry; 2) individual and small group preparation for the High School Equivalency Examination so that a General Education Diploma (GED) may be obtained; 3) a variety of motivational activities through 70001 Career Association (SEVCA) that will provide social and survival skills to each participant.

To provide each participant with the services described above, the 70001 model calls for the following steps to be taken: Job Placement-Upon enrollment into the program, the participant immediately begins Pre-Employment Training. Depending upon the number of participants enrolling at one time, individual counseling or small group sessions are provided to instruct the participant in the necessary job seeking and job keeping skills that will remove existing employment barriers.

GED: Prior to enrolling in 70001, the participant is tested for his reading, vocabulary and comprehension level using the ABE. Based on the result of this examination, the participant is counseled as to whether he can adapt to the GED preparation curriculum of 70001. Whether undergoing individual or small group instruction, each participant must attend a minimum of six hours a week for GED.

SEVCA: This is the most unique component of any 70001 program. Through SEVCA, the participants acquire a variety of social and survival skills as well as career information and guidance, a chance to serve their community and motivational experience that gives much positive reinforcement and recognition.

EVALUATION/INDICATORS OF SUCCESS

Project 70,001 is evaluated by 70,001 Ltd., the YWCA and YMCA, CETA, and by a team of professionals from business, education, and government.

The program works--it actively involves the participants in working and learning experiences. The staff is very committed to the successful completion of the program by the participants.

PENNSYLVANIA

TITLE OF PROGRAM/ACTIVITY 70001 Title IV

OPERATING AGENCY/INSTITUTION Fayette County Employment and Training Agency
Uniontown Prof. Bldg., 18 N. Beeson Blvd., Uniontown, PA 15401

CONTACT PERSON Dr. Gwendolyn Farmer, Executive Director

Tel. No. (412)437-7995

TARGET POPULATION

Specifically for out-of-school, economically disadvantaged youths

Number served: 150 Period of time: Fiscal Year 1980
October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ___ work experience
- x community service/learning experience
- x placement
- x job development
- ___ staff upgrading
- ___ interagency coordination
- x support services
  Counseling and guidance

PROGRAM/ACTIVITY DESCRIPTION

The primary goal of 70001 is to provide participants with orientation into the world of work and give them preparation for placement into unsubsidized employment in the private sector.

70001 is to provide an avenue by which disadvantaged school dropouts could receive immediate employment along with on-the-job training, education, GED preparation, motivation, and the self confidence necessary to enter and advance on the job.

Learning activities are based on each individual participant using a new holistic approach through the use of a metric system with testing, assessment, on-going experimental learning activities, ABE/GED preparation, counseling, and motivational recognition systems, and individual EDPs.

70001 is part of the National 70001 Ltd. program. It is funded through Fayette County's Prime Sponsor using as a staff a Manager, Program Coordinator, GED Instructor, and a Secretary.

EVALUATION/INDICATORS OF SUCCESS

Successful indicators are the participants receiving their GED and obtaining unsubsidized employment.

TITLE OF PROGRAM/ACTIVITY Summer Youth Employment Program (S.Y.E.P.) Title IV
OPERATING AGENCY/INSTITUTION Fayette County Employment & Training Agency
Prof. Bldg., 18 N. Beeson Blvd. Uniontown, PA 15401
CONTACT PERSON Dr. Gwendolyn Farmer, Executive Director Tel. No. (412)437-7995

TARGET POPULATION

Economically disadvantaged youth 16-21, minority groups, females, and handicapped persons

Number served: 522 Period of time: Fiscal Year-Oct. 1, 1979 to Sept. 30, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
____ interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
____ placement
x job development
____ staff upgrading
____ interagency coordination
x support services Counseling and guidance
____ other

PROGRAM/ACTIVITY DESCRIPTION

SYEP is to provide eligible youth with useful work and sufficient basic education and institutional training or on-the-job training to assist these youth to develop their maximum occupational potential and to obtain unsubsidized employment.

The SYEP usually has a duration span of 3 months June-August. The program provides economically disadvantaged youth with working experience at various worksites located throughout the county. It allows the participant to combine their educational abilities along with developing a meaningful work experience.

Staffing is done two weeks prior to the start of the program. In house training is given to the staff on various aspects of CETA; youth counseling, equal employment opportunity, worksite development, monitoring, basic worksite record keeping, federal regulations, child labor laws, and participant assessment.

EVALUATION/INDICATORS OF SUCCESS

Early planning is one of the principle keys to success. A staff is hired two weeks prior to the start of the program. Worksites also provide meaningful work experience to the participants to aide in the success of the program.

PENNSYLVANIA

TITLE OF PROGRAM/ACTIVITY Youth Community Conservation and Improvement Projects Program (Y.C.C.I.P.), Title I

OPERATING AGENCY/INSTITUTION Fayette County Employment & Training Agency
Prof. Bldg., 18 N. Beeson Blvd. Uniontown, PA 15401

CONTACT PERSON Dr. Gwendolyn Farmer, Executive Director Tel. No. (412)437-7995

TARGET POPULATION

Economically and educationally disadvantaged youths, including high school drop outs, ex-offenders, females, and blacks. Recruitment and selection will be aimed at serving the needs of those not served under other titles.

Number served: 82 Period of time: Fiscal Year-Oct. 1, 1979 to Sept. 30, 1980

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☒ basic academic skills
- ☒ job skills training
- ☒ interpersonal and/or life skills
- ☒ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☒ employability skills
- ☒ work experience
- ☒ community service/learning experience
- ☒ placement
- ☐ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☒ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION

YCCIP is to provide a learning experience for youths in developing marketable job skills, a desirable worksite behavior, and in completing their education.

YCCIP is aimed for placement of participants into unsubsidized employment and focusing on the educational needs of out-of-school youths in providing services of YETP's 70001 component.

Participants work on projects from community and neighborhood based organizations approved by the Prime Sponsor. Participants are required to attend the Adult Learning Center ten hours per week. Here testing is conducted, counseling and labor market information is available, and preparation in obtaining their GED is also available.

EVALUATION/INDICATORS OF SUCCESS

Successful indicators include improvement to community areas in the Prime Sponsor Region and the participant becoming a responsible, self-supporting member of the community.

Evaluation is done by our Independent Monitoring Unit using their various methods.

PENNSYLVANIA

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program (Y.E.T.P.) Title IV

OPERATING AGENCY/INSTITUTION Fayette County Employment & Training Agency
18 N. Beeson Blvd., Prof. Bldg. Uniontown, PA 15401

CONTACT PERSON Dr. Gwendolyn Farmer, Executive Director Tel. No. (412)437-7995

TARGET POPULATION

Disadvantaged students, grades 11th and 12th, minority groups, females, potential dropouts, and handicapped persons

Number served: 202 Period of time: Fiscal Year-Oct. 1, 1979 to Sept. 30, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
staff upgrading
interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

In Y.E.T.P., the following goals are to be obtained:

1) Provides concrete employment experience for in-school youth.
2) Prepares young people to develop a positive work attitude and behavior.
3) Exposes secondary students to various kinds of career information and employment procedures.
4) Achieves a positive school record for participants.

Participants are employed five half-days each week and participate in regular classroom activities for five half-days under YETP. Periodic counseling sessions are also conducted for the participants.

The individual school districts employ vocations coordinators and pay wages to students, using CETA funds, involved in YETP. The vocational coordinators have the responsibility for developing jobs and various other administrative duties.

YETP provides the participants with both educational instructions and experience in the working world.

YETP participants receive 1-2 Carnegie Units of Elective Credits per year for participation in the program.

EVALUATION/INDICATORS OF SUCCESS

Assessment instruments are developed by local school districts to measure positive outcomes such as 1) increase rate of school attendance, 2) more positive work habits and self-image. Our Independent Monitoring Unit monitors the program for evaluation measures also.

SOUTH CAROLINA

TITLE OF PROGRAM/ACTIVITY Employability Training for Youth

OPERATING AGENCY/INSTITUTION Spartanburg Technical College
P.O. Box 4386 Spartanburg, SC 29303

CONTACT PERSON Jocelle Heatherly-Allen Tel. No. (803)576-5770

TARGET POPULATION

Ages 16-21 inclusive target group: 55% female, 76% minority, 30% welfare recipient, 20% high school dropout

Number served: 90 Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

x	recruitment
x	basic academic skills
x	job skills training
x	interpersonal and/or life skills
	self concept development
x	work attitudes/habits
	motivation
	parent involvement
x	career exploration/awareness
x	career counseling
x	employability skills
x	work experience
	community service/learning experience
x	placement
x	job development
	staff upgrading
x	interagency coordination
	support services
	other

PROGRAM/ACTIVITY DESCRIPTION

The purpose of the CETA, Title IV/YETP classroom training program at Spartanburg Technical College is to provide educational and employability skills training to eligible youth who are unable to secure and maintain employment due to their lack of educational and employment skill attainment. This center provides the following service activities: Certification of eligibility; enrollment and termination; referral to supportive services; placement activities (job development and referral) and follow-up.

The present project is funded from 10-13-80 through 5-22-81. Number of training weeks 28; number of hours per week 30; average number of weeks per trainee 14; number of sections per project 2; training conducted from 8:00 a.m. until 3:00 p.m.

Major units of instruction per section: Employability Skills Training-70 hours; Developmental Education-350 hours; Remedial Education in English, math, and reading based on student need. Consumer Education and Personal Development if needed. Each Developmental Lab provides individual and group learning environments.

Present program is staffed with a coordinator, counselor, clerk and two instructors.

EVALUATION/INDICATORS OF SUCCESS Total Enrollment 90

			GOAL
Students Completing	77	86%	
Employed	23	26%	15%
Further study or training	12	13%	65%
Status unknown	42	47%	
Students Terminated	13	14%	
Employed	0	0	
Further study or training	0	0	
Status unknown	13	14%	
Students entering on 8.5 grade	31		
level and passing G.E.D.	22	71%	80%
Total students enrolled and	90		
increasing 1.5 in grade level	21	23%	85%

20% of the students served are employed or enrolled in further study or training.

SOUTH CAROLINA

TITLE OF PROGRAM/ACTIVITY Operation: Job Impact-Community and Youth

OPERATING AGENCY/INSTITUTION Kershaw County Vocational Center
Rt. 4, Highway 1 North Camden, SC 29020

CONTACT PERSON Dr. Gil Wooland, Director Tel. No. (803)432-9081

TARGET POPULATION

In-school and out-of-school youth, unemployed or underemployed, non-college bound, disadvantaged or handicapped.

Number served: 9,480 Period of time: 12 years, 1968-1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
___ staff upgrading
x interagency coordination
x support services
x other
Advisory Committees

PROGRAM/ACTIVITY DESCRIPTION

Space does not allow a program description, but follow this system for success:

1. Identify critical job demands
   Needs assessment - Advisory committee activity
2. Identify students available in area
3. Recruit and select students for jobs needed
4. Hire only work oriented staff
5. Plenty of counseling, parent, community involvement
6. Job specific skills, including "Vocational Related Academics"
7. Concentrate on successful worker attitudes
8. Articulate all available resources, agencies, etc.
9. Integrate work experience in all curriculum
10. Place all students and follow-up with evaluation.

EVALUATION/INDICATORS OF SUCCESS

Average placement rate for last ten years - 97%.

TENNESSEE

TITLE OF PROGRAM/ACTIVITY Developing Linkages for Education Alternatives

OPERATING AGENCY/INSTITUTION CETA Administration
2928 Magnolia Avenue Knoxville, TN 37914

CONTACT PERSON Genevieve Smith, Director Tel. No. (615)522-0143

TARGET POPULATION

Suspended/expelled students who have had drug abuse problems

Number served: 75 Period of time: June 1980 (on going)

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
__ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
__ work experience
__ community service/learning experience
__ placement
__ job development
__ staff upgrading
x interagency coordination
x support services
__ other

PROGRAM/ACTIVITY DESCRIPTION

This is a CETA funded project to plan a State model for alternative education. The target group is suspended/expelled students who have had drug-abuse problems. Planning includes the development of regular and remedial curriculum focusing on career education. In addition, the curriculum includes vocational exploration activities. Commercial curriculum is also being tested.

Decision-making activities are being tried as one way to help young people resolve their problems. In-school counseling is provided, and referrals to community agencies are made when needed.

Recruitment was accomplished for an 8-week summer program (25 students). The Alternative Center for Learning (ACL) was established September 1980, serving approximately 50 students. As materials, methods, and procedures are tested and revised, a State model will be developed.

EVALUATION/INDICATORS OF SUCCESS

The program will be evaluated by following up students who return to the regular school. Curriculum will be evaluated by students and teachers.

TENNESSEE

TITLE OF PROGRAM/ACTIVITY Williamson County Guidance and Placement Program/YETP

OPERATING AGENCY/INSTITUTION W.C. Yates Vocational Center

Hillsboro Road Franklin, TN 37064

CONTACT PERSON Arlene Peterson Tel. No. (615)790-8970

TARGET POPULATION

Williamson County in-school and out-of-school youth 16-21, Emphasis: Vocational students, Special emphasis: Economically and educationally disadvantaged, handicapped, and minorities.

Number served: 3,356 Period of time: One year

Appropriate descriptors of the program/activity

x recruitment
basic academic skills
job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
parent involvement
x career exploration/awareness
x career counseling
x employability skills
work experience
community service/learning experience
x placement
x job development
staff upgrading
x interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION *

The purpose of the Youth Employment Training Program located at the W.C. Yates Vocational Center is to train, counsel, and place participants in jobs that will give them satisfactory and successful work experiences.

Services consist of individual and group counseling in career opportunities, training requirements for specific jobs and placement opportunities within commuting distance of the individual. The end product sought is to have every youth trained with sufficient skills to enable successful entrance into a competitive job market and continue to progress until he/she is established as a well adjusted contributing member of the labor force and the community.

A close working relationship exists between the Yates Vocational Guidance and Placement staff and all other agencies providing manpower and supportive services.

One of the most important activities during the year is the orientation of 9th grade students to vocational education. All 9th graders in Williamson County are visited by Guidance and Placement staff members at least twice during the year and then the 9th graders tour the vocational facilities at the Yates Center.

EVALUATION/INDICATORS OF SUCCESS

Evidence of success has been continuous. Results of six-month, eighteen-month and three-year follow-up studies are tabulated to evaluate training procedures and co-op placements.

Individual files are maintained to document the results of counseling and job performance.

The program is adjusted each year to meet the needs of the student population as well as the business/industrial community.

TENNESSEE

TITLE OF PROGRAM/ACTIVITY Youth Employment Training Program (Y.E.T.P.)

OPERATING AGENCY/INSTITUTION City of Memphis Dept. of Youth Services
602 West Mitchell Road Memphis, TN 38109

CONTACT PERSON Calvin Taylor, Manager Tel. No. (901)785-3660

TARGET POPULATION

Economically disadvantaged youth between the ages of 16 and 21

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
x job development
____ staff upgrading
x interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Program Goals...

- to teach job readiness skills to economically disadvantaged youth between the ages of 16 and 21.
- to assist economically disadvantaged youth between the ages of 16 and 21, in securing employment in the private job sector.
- to provide monetary remuneration for the program participants.
- to provide career counseling for the program participants.

Program Design Information

The Youth Employment and Training Program is a job readiness program designed to fill the need among economically disadvantaged youth between the ages of 16 and 21, inclusive, for job information and non-specialized training to enhance employability among said youth. Each Y.E.T.P/ session lasts for eight weeks. The participants receive 5 weeks of classroom training include 20 hours of instruction on attitude/self assessment, grooming, personal hygiene and nutrition, resume design and application completion, interview and telephone procedures, career planning and awareness, transportation problems and job sources. The final 3 weeks of the program are spent in job development by the participants for the classroom sessions. Job development will involve the participants actually making contacts with prospective employers and reporting the success of the contacts to the counselor-interviewer on a periodic basis. During the job development phase the counselor-interviewer is involved in finding job leads for the participants and be available for career counseling as well as recruiting participants for the next eight week session.

EVALUATION/INDICATORS OF SUCCESS

Success for Y.E.T.P. is measured by the number of participants who find unsubsidized employment within three months after completing the program. In 1980 fiscal year 75% of the program participants found unsubsidized employment.

TEXAS

TITLE OF PROGRAM/ACTIVITY Life Career Program

OPERATING AGENCY/INSTITUTION Wichita Falls ISD
P.O. Box 2570 Wichita Falls, TX 76307

CONTACT PERSON Sandra Marvel Tel. No. (817)723-4177

TARGET POPULATION

economically disadvantaged and handicapped youth

Appropriate descriptors of the program/activity

	recruitment
	basic academic skills
	job skills training
x	interpersonal and/or life skills
x	self concept development
x	work attitudes/habits
	motivation
	parent involvement
x	career exploration/awareness
x	career counseling
	employability skills
	work experience
	community service/learning experience
	placement
	job development
	staff upgrading
	interagency coordination
	support services
	other

PROGRAM/ACTIVITY DESCRIPTION

The Life Career Program is operated out of the Wichita Falls Independent School district and funded by Title IV Youth Employment and training funds. The program offers the training and activities checked at the left to in school youth in Wichita County.

TEXAS

TITLE OF PROGRAM/ACTIVITY Vocational Exploration Program

OPERATING AGENCY/INSTITUTION South Park Public Schools
1025 Woodrow Beaumont, TX 77705

CONTACT PERSON Daniel Clark, Asst. Supt. for Spe. Pgrms. Tel. No. (713)838-5261

TARGET POPULATION

V.E.P. consisted of students aged 16-21, and in school. Approximately 60% were classified as handicapped; 10% were caucasian and 90% were black or Vietnamese.

Number served: 91

Period of time: Fiscal Year 1979-1980
(VEP is no longer offered as of October 1, 1980.)

Appropriate descriptors of the program/activity

- ☒ recruitment
- ☐ basic academic skills
- ☒ job skills training
- ☒ interpersonal and/or life skills
- ☐ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☒ employability skills
- ☒ work experience
- ☒ community service/learning experience
- ☒* placement
- ☒* job development
- ☒* staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

*Denotes activities performed by program staff. All other activities concern participants.

PROGRAM/ACTIVITY DESCRIPTION

The Vocational Exploration Program is an activity offered under the Youth Employment and Training Program (YETP). It is designed to provide in-school participants, between the ages of 16 and 21, with an opportunity to explore a number of vocational careers offered in the private sector. Participants in the program observe and learn about different trades, and are then allowed to have some "hands-on" experience on the job. The goal of V.E.P. is to provide participants with sufficient information to make wise career choices.

The staff of V.E.P. consisted of a director, a teacher/counselor, and a secretary. The teacher/counselor was responsible for teaching a career awareness class, at which the student's attendance was mandatory. This class covered the following areas: Choosing a Career, Attitudes on the Job, Interviewing for a Job, Filling out Forms, How to Figure Gross and Net Wages, and Budgeting One's Pay Check.

EVALUATION/INDICATORS OF SUCCESS

Success in V.E.P. was determined, on a short-term basis by the participant's staying with the job, and doing so with good employer evaluations. Success after graduation was determined by whether or not the participant was hired at his V.E.P. site, where his wages had previously been paid by CETA, or on a job which he obtained on his own.

TITLE OF PROGRAM/ACTIVITY Youth Comprehensive Community Improvement Project

OPERATING AGENCY/INSTITUTION SER-Jobs for Progress, Inc. of the Golden Triangle
1280 Broadway Street Beaumont, TX 77701

CONTACT PERSON Ricardo Ramirez, Director Tel. No. (713)838-2279

TARGET POPULATION

Number served: 49 Period of time: 9 months

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- x job skills training
- ____ interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- ____ community service/learning experience
- x placement
- ____ job development
- x staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

Goals: To serve the economically disadvantaged out-of-school youth in the procurement of meaningful employment through the YCCIP Painter Trainee Program. Activities: To eliminate employment barriers through the effective use intensive job preparation that will assist participant in acquiring skill to effectively compete in the primary labor market. Curriculum: To establish a rapport with the private sector in the development of skilled, entry-level job contracts leading to permanent, unsubsidized employment for our participants. In the painting program all participants are under the direct supervision of an Instructor Trainee. This individual is responsible for organizing and teaching the activities of the program. The participants will learn the methods of responsibility for safe-keeping and proper use of tools and equipment used on the job. Counseling activity is offered to each participant on the site as well as closed private sessions. Participants are required to take 8 hours weekly for classroom training towards their GED, thus are also encouraged to work seriously towards testing before he or she is able to move out of the program and into unsubsidized employment. The ability of each participant to move from this program depends only on the individual; normally the program runs for 18 months, but with all support components (training skills-financial resources-counseling/job development and GED classes) a participant can be prepared for unsubsidized employment within 4 months of starting the program.

EVALUATION/INDICATORS OF SUCCESS

The program is evaluated by the set goals at the beginning of the project. Success is determined by the numbers of positive terminations and the number of participants placed in unsubsidized employment.

TEXAS

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program

OPERATING AGENCY/INSTITUTION Programs for Human Services, Inc.
P.O. Box 1704 Orange, TX 77630

CONTACT PERSON Ms. Tish Foyle Tel. No. (713)886-0125

TARGET POPULATION

Number served: 1,000 Period of time: 12 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

OBJECTIVES

1) To provide work experience for approximately 1,000 youth during "after school" hours and during the summer,

2) To provide career education training for all youth participating in the work experience program.

ACTIVITIES

A curriculum manual has been developed for the teachers that is available upon request. It includes staff training, field trips, classroom activities, career games, how to counsel with youth, etc.

EVALUATION/INDICATORS OF SUCCESS

EVALUATION

No formal evaluation is done. A pre-test post-test method was proposed but not approved.

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program

OPERATING AGENCY/INSTITUTION South Park Public Schools
1025 Woodrow Beaumont, TX 77705

CONTACT PERSON Daniel Clark, Asst. Supt. for Spe. Pgms. Tel. No. (713)838-5261

TARGET POPULATION

Y.E.T.P. consisted of students aged 16-21, and in school. Approximately 40% were classified as handicapped; 10% were caucasian and 90% were black.

Number served: 129

Period of time: Fiscal Year 1979-1980
Y.E.T.P. is still active as of October 1, 1980.

Appropriate descriptors of the program/activity

- x recruitment
- ___ basic academic skills
- x job skills training
- x interpersonal and/or life skills
- ___ self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x*placement
- x*job development
- x*staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

*Denotes activities performed by program staff. All other activities concern participants.

PROGRAM/ACTIVITY DESCRIPTION

The Youth Employment and Training Program (Y.E.T.P.) is a CETA sponsored program designed to provide in-school participants, between the ages of 16 and 21, with an opportunity to work in the non-profit sector of the community. The purpose of this program is to enhance the job prospects and career opportunities of young persons to secure unsubsidized employment in the public and private sectors of the economy. Y.E.T.P. strives to provide economically disadvantaged and handicapped youth with opportunities to learn and earn, which will lead to meaningful employment opportunities after they have completed the program.

The Y.E.T.P. staff consisted of a director, a teacher/counselor, and a secretary. The teacher/counselor was responsible for teaching a career awareness class, at which the participant's attendance was mandatory. Topics covered were generally the same as in V.E.P.

EVALUATION/INDICATORS OF SUCCESS

Success in Y.E.T.P. was determined by the participant's keeping his job and performing well, as documented by favorable employer evaluations. After graduation, success was determined by whether or not the participant got a job, entered college, or entered the armed forces.

TEXAS

TITLE OF PROGRAM/ACTIVITY Youth Employment Service (YES) Program
OPERATING AGENCY/INSTITUTION Region IX Education Service Center
30P Loop 11 Wichita Falls, TX 76305
CONTACT PERSON Gail Smith Tel. No. (817)322-6928

TARGET POPULATION

economically disadvantaged and handicapped youth

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
__x__ interpersonal and/or life skills
__x__ self concept development
__x__ work attitudes/habits
____ motivation
____ parent involvement
__x__ career exploration/awareness
__x__ career counseling
____ employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

The YES Program is operated by Region IX and funded through Title IV YETP funds. The program offers training and activities checked at left to in school youth in our 11 County area.

TITLE OF PROGRAM/ACTIVITY Cooperative Education

OPERATING AGENCY/INSTITUTION Dixie College

225 South 700 East St. George, UT 84770

CONTACT PERSON Thales A. Derrick, Dir. of Career Dev. Tel. No. (801)673-4811

Ext. 322

TARGET POPULATION

Community college students primarily between the ages of 18 to 23 with relatively few minority students or handicapped students.

Number served: 1,800 Period of time: 1980-81 School Year

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/ or life skills
- ____ self concept development
- x work attitudes/ habits
- x motivation
- ____ parent involvement
- x career exploration/ awareness
- x career counseling
- x employability skills
- x work experience
- x community service/ learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

Cooperative education is an educational concept that relates the classroom and the employment community. Students with a designated major area of study, vocational interest, or career intent are assisted in locating employment that relates to their classroom studies. Approved work experience situations may be eligible for academic credit based upon the completion of structured learning objectives. Students without a designated major may be assisted in making a career selection and exploring the world of work through enrollment in an Introductory Career Exploration Seminar and a learning oriented job experience.

Four cooperative education work experience options are available--

A. Parallel Option - The student attends classes and works part-time on a concurrent daily basis.
B. Extended Day Option - The student works full time during the day and attends a limited number of evening classes.
C. Summer School Option - The student enrolls in summer school and works part-time. At the completion of summer quarter the student's hours may be increased to full time.
D. Alternating Option - The student alternates quarters of college and work.

Whenever possible, the work experience is structured as normal paid employment. The rate of pay is determined by the employer. There are, however, certain types of valuable work experience learning situations, including internships, volunteer service, and practicums which may provide credit but not pay.

VERMONT

TITLE OF PROGRAM/ACTIVITY CETA-State Dept. of Education (Funded Program-YETP)

OPERATING AGENCY/INSTITUTION John Taylor, Dept. of Voc.Ed.
Montpelier, VT 05602

CONTACT PERSON Karen L. Eley Tel. No. (802)658-1570

TARGET POPULATION

Students 15-21 who were currently enrolled in school, who were CETA eligible, who were marginal in terms of their potential to complete high school (academic or home difficulties) and who wanted work.

Number served: 12 Period of time: February, 1980 to June 15, 1980

Appropriate descriptors of the program/activity

recruitment
basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
community service/learning experience
x placement
x job development
staff upgrading
interagency coordination
support services
other

PROGRAM/ACTIVITY DESCRIPTION

Student's schedules were arranged so that they could be released early to go to work. They worked Monday through Thursday. Fridays were spent in two hour group sessions which were devoted to all of the areas checked at left. In addition, each student met with me once a week for personal and/or job, school related counseling. I met with job supervisors and/or the student worker bi-weekly. Each student took part in job-skill-interest surveys. These were processed with each student.

EVALUATION/INDICATORS OF SUCCESS

The funding for this program was not reapplied for due to difficulties in dealing with CETA and a lack of real interest and support on the part of this high school staff.

VERMONT

TITLE OF PROGRAM/ACTIVITY Smokey House Project/In School Work Experience

OPERATING AGENCY/INSTITUTION Smokey House Project
RFD 292 Danby, VT 05730

CONTACT PERSON Susan P. Curnan, Director Tel. No. (802)293-5121

TARGET POPULATION

Heterogeneous group: in-school youth 14-18 years of age, drop out prone, economically disadvantaged, adjudicated., from broken homes plus 10% of the young people are: meeting w/academic success and come from middle class backgrounds.

Number served: 68 Period of time: per/year/average for last 3 yrs. prior to 1978 about 100 people were served. Total '74-'80 therefore equals about 340.

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
xx employability skills
xx work experience
____ community service/learning experience
x placement
____ job development
x staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

A. Major Program Elements

1. Para-Apprenticeship Plan and Non-Traditional Role of crew leaders. (In work crews with a 5:1 ratio of youth to crew leader the crew leader functions as teacher, trainer and counselor. Hands-on work is done in forestry, carpentry, agriculture and solar technology.)
2. Development of Basic Skills through Hands-on Work. (Reading, writing, math and science skills are integrated into the work site curriculum as much as possible.)
3. Benchmarking. (This term describes the process of establishing learning objectives and of assessing and recording the young person's progress and achievement as he or she attains ascending levels of skills.)
4. Academic Credit for Work Site Experience. (Earned as goals and objectives in basic and occupational skills are achieved.)
5. Heterogeneous Grouping. (Avoids the risks of stereotyping and enables young people to learn from another's widely varying and best developed capacities.

B. Program Tools (Instructional Strategies)

1. Work Plan Agreements (incorporating mutual goal setting, reciprocal responsibility and recognition of accomplishment).
2. Evaluation profiles
3. Task analysis
4. 5:1 ratio - partnership between youth and adult
5. Work-related curricula
6. Crew leader selection and training
7. Career workshops and job sampling

EVALUATION/INDICATORS OF SUCCESS

1978-1980 Knowledge Development Research conducted by VT. Dept. of Ed.; Institute for Behavorial Research; Youthwork, Inc; Educational Testing Service; CETA/MIS. Observable indicators of success: 77% of participants either went on to college, were placed in private sector or returned to school. School grades improve and likelihood of completing school increases. Employability - as defined by private industry is markedly improved.

VERMONT

TITLE OF PROGRAM/ACTIVITY Toward a Self-sufficient Future

OPERATING AGENCY/INSTITUTION CETA/Department of Education
State Office Building Montpelier, VT 05602

CONTACT PERSON Ms. Bette Fawthrop Tel. No. (802)828-2445

TARGET POPULATION

Ages 14-21, low income (70% or less LLS), handicapped (10%), potential dropouts.

Number served: 25 Period of time: 16 months

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

The goal of this program is to aid its participants in skill development and career planning. The vehicle used toward this goal is a supervised, on-site, work program. Projects tackled to date include the development of nature and exercise trails through the school's back woods, the construction of a log-cabin type nature center, the operation of a small-time maple sugaring project, development of a school garden, and the construction of furniture for the school's student lounge.

Participants are subjected to regular counseling sessions with the supervisor, in which they deal with such issues as group dynamics, home/school problems, and goal development. As a group, they are exposed to career counseling and some specific skills training.

The supervisor's liaison with the school proves helpful in averting or solving problems there. The work project becomes a real motivation to attend school.

The current supervisor/participant ratio if 1 to 8.

EVALUATION/INDICATORS OF SUCCESS

CETA maintains records which describe participants reasons for leaving the program and status at departure. Also, each participant evaluates the program on departure and CETA monitors the program. Personally, I see progress every time a kid picks up a hammer or deals with a frustration. While I wouldn't claim a 100% success rate, I would say that this project has helped several participants straighten out their lives. Some have moved on to other jobs; some have graduated; some have simply left so that they could spend more time on schoolwork. Some are considering college because of this program's influence. Some are now returning to high school. For this group of kids, this project has probably provided the most positive --and maybe the strongest--current influence in their lives.

TITLE OF PROGRAM/ACTIVITY Career Exploration For In and Out-of-School Youth

OPERATING AGENCY/INSTITUTION Southwest Virginia Community College
Box SVCC Richland, VA 24641

CONTACT PERSON Mr. Jay Lockhart Tel. No. (703)964-2555
Ext. 382

TARGET POPULATION

Economically disadvantaged youth (both in-school and out-of-school) in Buchanan, Dickenson, Russell and Tazwell Counties, aged 16-21. No specific thrust to ethnic groups.

Number served: 72 Period of time: 1 year

Appropriate descriptors of the program/activity

- recruitment
- x basic academic skills
- job skills training
- x interpersonal and/or life skills
- self concept development
- x work attitudes/habits
- x motivation
- parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- work experience
- community service/learning experience
- x placement
- job development
- staff upgrading
- interagency coordination
- support services
- other

PROGRAM ACTIVITY DESCRIPTION *

This program is in its second year of operation. This year the program was designed to assist some 76 youths in selecting a means of earning a living and in gaining access to the training necessary to pursue such a career.

Applicants were referred to the project by high school principals, guidance counselors, probation officers, and community agencies. In addition applicants learned about the program from radio and newspaper advertisements and word of mouth.

Each quarter 40-45 applicants applied for the available program slots. Approximately 2/3 of these were determined as eligible to participate in the program.

During the year the Contractor operated four separate career development training sessions. Each session lasted for 11 weeks and consisted of 6 courses and a structured career exploration laboratory. The curriculum included 18 hours per week of classroom training in the following areas: basic communication, basic math, career decision making, human potential seminar, preparation for employment, and assertiveness training and 12 hours per week of "hands on" experience in the career exploration laboratory.

Each enrollee was exposed to a minimum of five occupational areas in the exploration laboratory. The occupational areas offered were diesel maintenance and operation, mining, machines, clerk-typist, electricity, hydrolics, home and health care aide, welding, accounting, library aide, mountain drafts, police science, electronics, and data processing. Enrollees selected career areas of personal interest.

The program was not designed to give extensive job training, but to help participants develop employability skills, introduce them to a variety of occupations, and help them choose a career and obtain the additional training or experience required for that career.

During this contract year 83 participants were enrolled. 55 enrollees completed an 11 week exploration program; 39 of those participants completing the program returned to school for additional training and 16 entered employment. Of the 28 enrollees who did not complete the program, 8 moved out of the area, some returned to high school, some found jobs and others had personal problems. 66.5% of the participants either enrolled in a specific occupational program or entered gainful employment upon completion of this program.

VIRGINIA

TITLE OF PROGRAM/ACTIVITY YETP Life Skills

OPERATING AGENCY/INSTITUTION CETA Skill Center
816 S. Walter Reed Dr. Arlington, VA 22204

CONTACT PERSON Anne Gibson Tel. No. (703)920-4776

TARGET POPULATION

16-21 CETA eligible (Arlington resident, economically disadvantaged, and either unemployed, underemployed, or an in-school youth).

Number served: 57 Period of time: Fiscal year 1979

Appropriate descriptors of the program/activity

- x recruitment
- x basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/learning experience
- x placement
- x job development
- ____ staff upgrading
- x interagency coordination
- x support services
  Personal counseling
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

The goal of the YETP Life Skills is to help young CETA eligible clients to develop/improve basic life coping skills and assist them in pursuing gainful employment. The program uses group interaction as well as audio-visual materials to provide a fertile learning environment for the clients. Topics discussed include: appropriate work attitudes, vocational vocabulary and terminology; job related subjects; personal finances, transportation, housing needs, child care, attire etc.; proper telephone techniques.

The program also works with the GED tutoring program set up in the building. Clients are given "credit" (toward their allowance payments) if they choose to improve their basic education.

The staff consists of a teacher/facilitator and a counselor/recruiter.

The program has been in operation since 1978. During this time a rapport has been developed with local agencies -- probation office, foster care unit of social services, Department of Rehabilitative Services, school counselor and health clinic therapists. Through cooperative efforts the staff tries to give each client maximum support.

Clients are self paced in that there is no set entry date for the program and each client's agenda is tailored to his or her needs. Some clients go to skill training after only two weeks in Life Skills. Others spend months working out behavioral problems/career explorations.

EVALUATION/INDICATORS OF SUCCESS

The program is considered successful for the client if he/she enters the job market, skill training, on-the-job training, returns to school, gets a GED or makes a positive step in achieving a mature self sufficiency.

TITLE OF PROGRAM/ACTIVITY Youth Community Conservation and Improvement Projects

OPERATING AGENCY/INSTITUTION CETA Skill Center
816 S. Walter Reed Drive Arlington, VA 22204

CONTACT PERSON Anne Gibson Tel. No. (703)920-4776

TARGET POPULATION

16-19, unemployed, out of school

Number served: 37 Period of time: Fiscal year 1979

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
____ career exploration/awareness
____ career counseling
____ employability skills
x work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
x interagency coordination
x support services
Personal counseling
____ other

PROGRAM/ACTIVITY DESCRIPTION

The carpentry program is a 35 hour a week work experience. The clients are paid minimum wage. The purpose is to provide an environment where the client can learn reliable/responsible work habits, a trade and how to market these skills.

The program has an on-going enrollment. The crew works on projects for public/non-profit organizations. The clients gain skills in the following areas: Using hand tools, power tools; Reading and using a tape measure; Understanding building materials and terminology; Installing walls and ceilings; Installing baseboards and moldings; Installing floors; Installing windows; Hanging doors and door locks; Weatherstripping; Sheet rock hanging and finishing; Roof repair and shingle installation and rafter replacement; House framing; Wall paneling.

The staff consists of an instructor and a counselor/recruiter.

Every week the clients meet for an afternoon group session with the counselor and discuss problems/concerns that have surfaced that week. The counselor also acts as a placement counselor by assisting those who have attained marketable skills find an entry level job as a carpenter's helper.

EVALUATION/INDICATORS OF SUCCESS

Success is achieved if the client acquires a job, returns to school or goes on to further skill training upon completion of the work experience.

VIRGINIA

TITLE OF PROGRAM/ACTIVITY Youth Enterprises

OPERATING AGENCY/INSTITUTION CETA Skill Center
816 S. Walter Reed Dr. Arlington, VA 22204

CONTACT PERSON Anne Gibson Tel. No. (703)920-4776

TARGET POPULATION

16-21 CETA eligible youth

Number served: 26 Period of time: Fiscal year 1979

Appropriate descriptors of the program/activity

x recruitment
____ basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
x job development
____ staff upgrading
x interagency coordination
x support services personal counseling
x other
High School credit toward diploma

PROGRAM/ACTIVITY DESCRIPTION *

The CETA Skill Center operates an entrepreneurship program called Youth Enterprise. CETA eligible youth who are 16-21 years old participate in a project which combines classroom training in the principles of business management, laboratory experiences in managing their own business, and the work experience of operating a food service business. They are paid the minimum wage for their participation and may be awarded academic credit if applicable.

The new emphasis of this project was to enroll a mix of in-school and out-of-school youth in the same program. Arrangements were made to award academic credit for those youth in need of graduation requirements. This was accomplished through having the student simultaneously enroll in the Adult Education alternative school. Credit would then be certified back to the home school for inclusion in the permanent record. In addition to awarding academic credit for those in need of this credential, it was found that, for some students, a GED equivalency was a better alternative. Assistance was given to those individuals in preparation for the exam.

Youth Enterprise Curriculum: 1) Our Economic World; 2) Nature of American Business; 3) Role of Distribution and Promotion; 4) Money Management, Personal and Business; 5) The Role of Finance; 6) Business Law and the Free Enterprise System; 7) Entrepreneurship.

EVALUATION/INDICATORS OF SUCCESS

This was a demonstration project. Several principals were involved. Each had different objectives and ways of evaluating the outcomes.

The CETA prime sponsor was interested in providing unemployed youth with the proper mix of training and services which would lead to unsubsidized employment. No long-term results are known at this time.

Youthwork, Inc., (the grant agency for AVA) has engaged a third party-evaluator. This has not been completed at this time.

The American Vocational Association has yet another perspective. It is unknown at this time how well their objectives were met.

TITLE OF PROGRAM/ACTIVITY CETA Title IIB Training

OPERATING AGENCY/INSTITUTION Spokane Opportunities Industrialization Center
North 852 Summit Blvd. Spokane, WA 99220

CONTACT PERSON James J. Welsford Tel. No. (509)327-3381

TARGET POPULATION

Women, Ethnic Minorities, Veterans, Handicapped, Economically Disadvantaged, Youth, Older Workers, P.A. Recipients, and Ex-Offenders.

Number served: 2,096 Period of time: 9 years (1971-80)

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services (funds for emergencies)
___ other

PROGRAM/ACTIVITY DESCRIPTION *

OICs of American, Inc. (OIC/A) is a community-based, self-help skills training and community revitalization program with a national record of demonstrated effectiveness. From its beginning in 1964 as an employment and training program in Philadelphia, OIC has grown into a total economic development and job creational movement which serves an interracial cross-section of the American unskilled, unemployed and disadvantaged in more than 140 communities.

OICs operate programs in the mountains of Appalachia, in the inner cities, in the barrios, in the rural South, and in depressed communities throughout the United States. There are more than 91 organized interest groups with the potential to become operating OIC local programs.

OIC/A through its network of 9 regional offices, provides technical assistance to its affiliates through funds provided by the U.S. Dept. of Labor. Assistance and training are also available to local OICs through the Opportunities Academy of Management (OAMT). Each local OIC is separately incorporated and representative of the community served.

OIC Employment Training Design: Recruitment, Counseling, Feeder, Vocational and Technical Skills Training, Job Development and Follow-up.

Skills Training Areas: Throughout the country, OIC local programs train men and women in more than 138 different skill areas. The courses offered at a specific OIC program depend largely on the extent of funding, the facilities and equipment available to the OIC, the needs of local businesses and industry, and the needs of the students.

EVALUATION/INDICATORS OF SUCCESS

Number of trainees placed (All Funds) 1971-1980 1,033. Average Wage at Placement from Oct. 1979-Sept. 1980 was $3.80 per hour.

WEST VIRGINIA

TITLE OF PROGRAM/ACTIVITY Project GROW (Guidance and Remdiation for Occupations and the World of Work) A YETP Program

OPERATING AGENCY/INSTITUTION Berkely County Schools
401 S. Queen St. Martinsburg, WV 25401

CONTACT PERSON Mrs. Anna Hogbin, 515 W. Martin St. Tel. No. (304)263-4445
Martinsburg, WV 25401

TARGET POPULATION

Potential drop-outs, minority youth, school-age parents, handicapped, recent drop-outs.

Number served: 300 Period of time: School Year: Students can remain in the program grades 9-12, if needed.

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
___ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services work with all school and community services to provide support. Work with all school system services to provide support.

PROGRAM/ACTIVITY DESCRIPTION *

A counselor in each school, a remedial teacher who serves all three county high schools, a secretary and a coordinator make up the staff.

The final goal of the program is to make each student employable. Students move through a phasing system -

Phase I: Intake, Orientation, Evaluation
Phase II: Counseling Emphasis
Phase III: Pre-Job Preparation
Phase IV: Employment Experience
Phase V: Unsubsidized Employment

Services include individual and group counseling, family counseling, career education for individuals and groups, tours of industry, paid career employment experience, remedial instruction and tutoring, instruction in life skills, social growth activities, and pre-job skills.

Each participant "contracts" for the services they want from the program

EVALUATION/INDICATORS OF SUCCESS

Placement is the best indicator. Last year, 67 students found jobs, 12 entered college (11 are still there), 9 entered the military, two enrolled in Vo-Tech Education and three went into training programs. (165 were carried over to this year.)

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Alternative Education Program-Menasha High School -Dropout Return Program-

OPERATING AGENCY/INSTITUTION Center for Career Development & Employability Training (CCDET)
800 Algoma Blvd. U.W.Oshkosh Oshkosh, WI 54902

CONTACT PERSON Byron Malsin Tel. No. (414)424-3034

TARGET POPULATION

Serves youth ages 14-21 who are economically disadvantaged and have dropped out of the traditional high school

Number served: 25 Period of time: one (1) year

Appropriate descriptors of the program/activity

- ___ recruitment
- _x_ basic academic skills
- _x_ job skills training
- _x_ interpersonal and/or life skills
- _x_ self concept development
- _x_ work attitudes/habits
- _x_ motivation
- _x_ parent involvement
- _x_ career exploration/awareness
- _x_ career counseling
- _x_ employability skills
- _x_ work experience
- _x_ community service/learning experience
- _x_ placement
- _x_ job development
- ___ staff upgrading
- _x_ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

The Alternative Education Program operated at Menasha High School through CCDET-UWO is funded through a Title IV CETA grant. The program seeks to provide a learning alternative to reduce the dropout rate. The dropout is contacted and offered a host of educational alternatives in order to foster school completion. Each youth participates with the program director in the design of his/her IEP (Individual Educational Plan). Community resources such as the Technical Institute and Job Service are utilized to meet each youth's needs. Youth have access to GED, Technical School classes, traditional high school classes, and CETA funded work experience programs. All youth attend a career awareness class. These classes are designed to help each youth understand his/her role in the world of work.

EVALUATION/INDICATORS OF SUCCESS

In that this is the program's first year, we are hoping to see those youth presently enrolled continuing in their individual program until completion.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Classroom Instruction and Participation (CLIP)

OPERATING AGENCY/INSTITUTION Youth Services, Inc.
106 N. Oneida Appleton, WI 54911

CONTACT PERSON Mary-Alice Martines Tel. No. (414)731-0555

TARGET POPULATION

High School Youth

Number served: 1300 Period of time: October 1, 1979 to October 1, 1980

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
____ self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
____ career counseling
x employability skills
____ work experience
____ community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

CLIP addresses the problem of youth entering the work force lacking basic employability skills. Utilizing the setting of the sophomore English Class (a required course) agency personnel travel to five local high schools in the county. Four sessions are presented providing information on job seeking and retention skills and encouraging career awareness. Written materials, organized as a manual for students' future use, supplement the presentation.

CLIP is designed to be a pilot program, with the ultimate objective of convincing local school districts of the value of such instruction and encouraging the permanent addition of the course to the curriculum.

EVALUATION/INDICATORS OF SUCCESS

Pretests and posttests indicate a significant improvement in students' understanding of job seeking and retention and in skills such as resume and application preparation, interviewing, and basic employment skills.

TITLE OF PROGRAM/ACTIVITY Field Experience for Special Needs Learners

OPERATING AGENCY/INSTITUTION Fox Valley Technical Institute (FVTI)
P.O. Box 2277 Appleton, WI 54913

CONTACT PERSON Barbara S. Keller Tel. No. (414)735-5696

TARGET POPULATION

Youth (and adults) who are physically or mentally handicapped and preparing to seek employment after vocational training.

Number served: 60 Period of time: October 1, 1979 to September 30, 1981

Appropriate descriptors of the program/activity

- ____recruitment
- ____basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ____parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- ____work experience
- ____community service/learning experience
- x placement
- x job development
- ____staff upgrading
- ____interagency coordination
- x support services (site modification when necessary)
- ____other

PROGRAM/ACTIVITY DESCRIPTION

The special needs program provides placement services and counseling to special needs students preparing to enter the work force. The program utilizes OJT, direct placement and site modification when needed. Program staff conduct job development through employer contacts, perform placement services and do follow-up and evaluation for up to one year after placement. Supportive services include testing, career and personal counseling and assistance in finding other services (particularly modifications for physically handicapped). The program is operated jointly by three area Prime Sponsors in FY81; in FY80, it served only Outagamie County.

EVALUATION/INDICATORS OF SUCCESS

Placement rates are consistently high and follow-up helps to ensure retention. Direct placements far exceed OJT usage. Employer satisfaction with the program is high.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Institute for Vocational Readiness

OPERATING AGENCY/INSTITUTION Milwaukee Area Technical College
1015 N. 6th Street Milwaukee, WI 53203

CONTACT PERSON ____ Tel. No. (414)278-6600

TARGET POPULATION

CETA eligible youth (21-24)

Number served: 660

Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

____recruitment
____basic academic skills
____job skills training
____interpersonal and/ or life skills
____self concept development
____work attitudes/ habits
____motivation
____parent involvement
x career exploration/ awareness
____career counseling
x employability skills
x work experience
____community service/ learning experience
x placement
____job development
____staff upgrading
____interagency coordination
____support services
____other

PROGRAM/ACTIVITY DESCRIPTION

MATC would establish an Institute for Vocational Readiness in conjunction with Milwaukee prime sponsors and DILHR. This multi-agency, multi-funded project will serve GGO participants through the development of a career counseling model which will complement and support the Milwaukee County CETA system. The program will emphasize the development of attitudes which lead to success in training and in obtaining work; utilize individual counseling and small group guidance, assessment tests, and comprehensive occupational and job opening information. MATC will also work with the Milwaukee Public Schools for referrals, with area employers for work experience and internship opportunities, and with Milwaukee area training agencies in developing steps leading to competency in job skills.

EVALUATION/INDICATORS OF SUCCESS

This project was funded in Fiscal Year 1980 and was refunded in Fiscal Year 1981 after staff assessments of program effectiveness and participation in a rigorous proposal selection process.

TITLE OF PROGRAM/ACTIVITY Mt. Horeb and Wisconsin Heights Career Exploration and Dropout Prevention Project

OPERATING AGENCY/INSTITUTION CESA #15
Madison, WI 53572

CONTACT PERSON Bill Urban Tel. No. (608)437-5625
Glenn Thompson (608)262-8454

TARGET POPULATION

Youth (14-21 years of age); Students requiring transitional career education services; Potential dropouts; Disadvantaged; Handicapped; Welfare recipients; Offenders.

Number served: 100 Period of time: 1 school year

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- x motivation
- x parent involvement (some)
- x career exploration/ awareness
- x career counseling
- x employability skills
- ____ work experience
- ____ community service/ learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- x interagency coordination (some)
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION *

The Career Awareness Education Program (CAEP) is designed to help students overcome their barriers to employment. The CAEP Program focuses on eleven basic goals designed to increase student's knowledge of the World of Work and reduce their barriers to successful employment upon completion of high school.

Goals and Objectives:

- Provide youth with the opportunity to learn job skills which will lead to meaningful employment opportunities upon completion of the program.
  1) Develop occupational skills within a marketable area, e.g. typing skills, bookkeeping skills.
  2) Develop work habits, attitudes, and skills in order to perform within a work situation.
- Develop competitive job development and job placement activities.
- Identify and describe the utilization of the resources necessary to serve the target groups.

From the eleven objectives a total of three to four may be chosen to work on at one time. It is possible that all eleven would be worked on during the school year. Possibly it is not necessary to work on all eleven concepts with all students. Which objectives to work on could be determined by the teacher, counselor, and the students.

Services to be provided may include the following: 1) Counseling (personal, vocational, career exploration class selection); 2) small group classes; 3) Credit for class (1/4 - 1/2 credit); Field trips; 5) WOIS system; 6) individual attention to help reinforce the students ability and self concept.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Operation Fresh Start, Inc. (OFS)

OPERATING AGENCY/INSTITUTION Operation Fresh Start, Inc.
2322 Atwood Avenue Madison, WI 53704

CONTACT PERSON R.E. Biendseil Tel. No. (608)244-4721

TARGET POPULATION

Youth

Number served: 27 Period of time: October 1, 1979 to September 30, 1980

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- ____ interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- ____ motivation
- ____ parent involvement
- ____ career exploration/awareness
- ____ career counseling
- ____ employability skills
- x work experience
- ____ community service/learning experience
- x placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

The project provides an alternative mix of services for juveniles who have multiple barriers to employment and are under the supervision of the State Division of Corrections, County Health and Social Services, or a local judicial diversionary program.

Operation Fresh Start's goal is to eliminate these barriers to employment by providing 27 trainees with the work habits, technical skills, personal attitudes and education necessary to get and keep a job.

To accomplish this goal, Operation Fresh Start buys old houses needing major rehabilitation work for other nonprofit agencies and utilizes these projects as training sites for participants in the program. Trainees may stay in the program for one year but many of them are able to develop the necessary skills and self confidence to get a job within three to four months after entering the program. By combining hands-on experience, individual counseling and coaching, a team approach in dealing with each individual's problems and an ongoing job placement program OFS is able to get to the core of an individual's problem.

EVALUATION/INDICATORS OF SUCCESS

This project was funded in Fiscal Year 1980 and was refunded in Fiscal Year 1981 after staff assessments of program effectiveness and participation in a rigorous proposal selection process.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Operation Fresh Start/Work Experience and GED

OPERATING AGENCY/INSTITUTION Madison Office-2322 Atwood Ave-Madison, WI 53703

Western Dane Office-102 Brodhead-PO Box 24
Mazomanie, WI 53560

CONTACT PERSON Connie R. Ferris (Madison Office) Tel. No. (608)244-4721
Tom Devine (Mazomanie Office) (608)767-2579

TARGET POPULATION

Economically disadvantaged youth and adults (16+) with multiple barriers, i.e., high school dropout, handicapped, offender, women interested in nontraditional employment.

Number served: 100 Period of time: October, 1979 through September, 1980

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
___ staff upgrading
x interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION *

Goal: To promote self-sufficiency for all Operation Fresh Start participants by effectively reducing the employment barriers.

Objective: To place participants in unsubsidized employment, public service employment or post secondary education.

Events: Outreach, assessment, work skill development, job skill development, personal skill development, social skill development, educational development and placement.

Service Delivery System:

1. Work/Training Site.
2. Supervision of Site.
3. Intake, Assessment, Counseling, Goal Development and Placement.
4. Referral and Linkages to Specialized Services.
5. Trainee Stipends.
6. Administrative and Support Services.
7. Basic Skills Training and GED Preparation.

EVALUATION/INDICATORS OF SUCCESS:

1. Tracking of participant progress (includes termination information, follow-up, driver's license and GED).
2. Internal monitoring of objectives and methods outlined in contracts with CETA, Social Services, Probation and Parole and Community Development Block Grant.
3. Monitoring and evaluation by staff of above mentioned agencies.
4. Participant follow-up and retention tracking system.
5. Ongoing evaluation (qualitative) or each trainee:
   a. monthly evaluation (written and verbal)
   b. number of GED's passed
   c. attendance tracking
   d. type of termination
   e. trainee evaluation of Operation Fresh Start program and personal progress.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Personal Academic Career Education (PACE)

OPERATING AGENCY/INSTITUTION Seymour Community School District
10 Circle Drive Seymour, WI 54165

CONTACT PERSON Richard Tepp Tel. No. (414)731-6500

TARGET POPULATION

Youth, aged 14-21, enrolled in Seymour Schools and assessed by school officials as potential drop-outs.

Number served: 43 Period of time: October 1, 1978 through September 30,1981

Appropriate descriptors of the program/activity

- ____ recruitment
- x basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- x parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

PACE is designed to accomplish the following objectives:

1. Improve academic performance by a specialized curriculum based on individualized remedial instruction.
2. Improve attendance, performance and behavior by related counseling and services to prevent students from being terminated or leaving school.
3. Provide employment experience through group and individual work experience.
4. Provide personal and employability skills through specialized courses in these areas.

PACE is operated in components and is designed to be sufficiently flexible to meet individualized needs.

The program is funded jointly by the School District and CETA. It operates mainly within the school setting, although some job sites are in the community.

Evaluation has indicated substantial (quantifiable) improvement in test scores, attendance, performance and behavior. Placement rates average 50%, with positive terminations averaging approximately 80%.

TITLE OF PROGRAM/ACTIVITY Services To American Indians - To Bridge The Gap between Education, Culture and World of Work

OPERATING AGENCY/INSTITUTION Nicolet College and Technical Institute in consortium with NCTI and MSTI
P.O. Box 518 Rhinelander, WI 54501

CONTACT PERSON Phyllis Frederick Tel. No. (715)369-4410

TARGET POPULATION

American Indian Youth of ages 16 and over

Number served: 1000 Period of time: FY 1977, 1978, and 1979

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
___ interpersonal and/or life skills
x self concept development
___ work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
___ work experience
___ community service/learning experience
___ placement
___ job development
x staff upgrading
x interagency coordination
x support services (Financial Aids)
___ other

PROGRAM/ACTIVITY DESCRIPTION

Goals were to(1)Familiarize American Indian youth with a broad range of revelant occupations and a spectrum of educational and training opportunities. (2)Provide guidance counseling, financial aids and other support services. (3)Sensitize VTAE staff to Wisconsin American Indian culture. (4)Develop appropriate instructional and other support materials. (5)Develop and field test an operational model.

American Indian counselors were employed by each VTAE district to implement the project. Extensive linkages, communication, orientation, recruitment procedures were developed involving the Indian communities, schools, homes, and other organizations.

Indian study centers and student clubs were set up. American Indian resource materials were increased. Special courses were developed. Faculty advisement of Indian students was improved. Counselors worked extensively on the Indian reservations.

EVALUATION/INDICATORS OF SUCCESS

Students were requested to complete evaluative questionnaires. Requests for occupational and training information increased.

Enrollment and retention of Indian students increased.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Special Project for the Handicapped

OPERATING AGENCY/INSTITUTION Appleton Area School District (AASD)
120 E. Harris Appleton, WI 54911

CONTACT PERSON Ken Kilgore Tel. No. (414)735-6146

TARGET POPULATION

Youth, 14-21, enrolled in AASD and assessed as learning disabled, emotionally disabled or educable mentally retarded.

Number served: 46 Period of time: October 1, 1980 through September 30,1981

Appropriate descriptors of the program/activity

____ recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
____ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
____ placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Students in the target group have a high potential of leaving school prior to graduation and their handicaps represent a significant barrier to future employment. The program's goals are to: 1. Prevent the students from leaving school, 2. Provide them with specialized services and activities that will enable them to successfully attain their degrees and, 3. Provide employment experience and counseling and development of personal skills and employability skills needed for future employment.

Through a combination of work experience counseling and follow-up, field trips and career exploration, and development of special courses, notably a course to meet Phy. Ed. requirements, students are helped to develop positive attitudes, skills and experience. Staffing for direct services is provided through two counselors. Cost of services are split equally between the Prime Sponsor and the school district.

EVALUATION/INDICATORS OF SUCCESS

The program is monitored on a quarterly basis by the Prime Sponsor. The consensus of Prime Sponsor and School District Staff is that the program, in the short period of its operation, has been remarkably successful in placing students and assisting in their employability development.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Tomorrow's Generation

OPERATING AGENCY/INSTITUTION ADVOCAP, Inc.
174 W. Division Street Fond du Lac, WI 54935

CONTACT PERSON Rosalie Tryon Tel. No. (414)

TARGET POPULATION

Teenaged Parents

Number served: 50 **Period of time:** October 1, 1979 through September 30,1980

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- x interpersonal and/or life skills
- x self concept development
- ____ work attitudes/habits
- ____ motivation
- ____ parent involvement
- ____ career exploration/awareness
- x career counseling
- ____ employability skills
- ____ work experience
- ____ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- x interagency coordination
- ____ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

ADVOCAP's project will develop and demonstrate a coordinated network of supportive services designed to help 25 teenaged parent-heads of households successfully deal with the stress of parenthood during adolescence. Linkages will be established between existing service providers to assure that teenage parents receive the services presently available. Gaps in services will be filled by providing opportunities for youth to prepare for parenting. Training agencies will be established and participants will be referred to employment and training programs based on the Employability Development Plans.

EVALUATION/INDICATORS OF SUCCESS

This project was funded in Fiscal Year 1980 and was refunded in Fiscal Year 1981 after staff assessments of program effectiveness and participation in a rigorous proposal selection process.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Work and Learning Center

OPERATING AGENCY/INSTITUTION CETA Dane Co. Consortium
545 W. Dayton Madison, WI 53703

CONTACT PERSON Frebert Dams Tel. No. (608)222-3801

TARGET POPULATION

High School Dropouts

Number served: 48 Period of time: 2 years

Appropriate descriptors of the program/activity

- ___ recruitment
- x basic academic skills
- x job skills training
- x interpersonal and/or life skills
- x self concept development
- x work attitudes/habits
- x motivation
- ___ parent involvement
- x career exploration/awareness
- x career counseling
- x employability skills
- x work experience
- x community service/learning experience
- x placement
- x job development
- x staff upgrading
- ___ interagency coordination
- ___ support services
- ___ other

PROGRAM/ACTIVITY DESCRIPTION

Students attend the center for four semesters. Half of their time is spent in class and the other half is job training.

The program provides job skills, a positive self image, and a high school diploma.

Semester 1-16 weeks, 15 hrs./wk--all students work at a day care center.

Semester 2-16 weeks, 15 hrs./wk--all students work remodeling old homes.

Semester 3-students select three jobs-work 75hrs. in each.

Semester 4-17weeks, 20 hrs./wk--students work at job of their choice

EVALUATION/INDICATORS OF SUCCESS

PVP Analysis
Quasi-experimental Research Plan

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Bureau for Vocational Education
Work Experience Career Exploration Program (WECEP)

OPERATING AGENCY/INSTITUTION Wisconsin Dept. of Public Instruction
125 S. Webster Madison, WI 53702

CONTACT PERSON Daniel T. Wiltrout Tel. No. (608)266-9450

TARGET POPULATION

Nationally 19 states, 20,000 youth yearly

Number served: 300 (In Wisconsin) Period ot time: each year (14 and 15 yr.olds)
Potential Dropouts; Disadvantaged; Handicapped

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
x staff upgrading
x interagency coordination
x support services (all available resources of a community are involved)

PROGRAM/ACTIVITY DESCRIPTION

WECEP is a school supervised work experience program designed to help students improve their attitudes toward school as reflected by improved behavior, attendance, and grades. Success in school is the main purpose of the program. This goal is accomplished by a combination of school and supervised work experience.

THE PROGRAM

WECEP students work up to three hours during the school day and receive school credit for successful performance on the job. The coordinator secures job placements and provides regular supervision of employed students. Students attend a WECEP - related class taught by the Program Coordinator one class period per day in addition to regular classes required for graduation.

A cooperative effort of school, community and the home is essential in order to ensure a successful WECEP experience. A training agreement is signed by the student, the employer, the parents, and the WECEP Coordinator to ensure that all involved fully understand their responsibilities.

EVALUATION/INDICATORS OF SUCCESS

End of year reports; control group studies. Majority of students improve in attendance, GPA and behavioral regards.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Youth Community Conservation and Improvement Projects

OPERATING AGENCY/INSTITUTION Rock County CETA Dept.
51 S. Main St. Janesville, WI 53545

CONTACT PERSON Paul Braun Tel. No. (608)155-2688

TARGET POPULATION

Dropouts 90%, 16-22 age, 15% minority, 25% ex-offenders

Number served: 27 Period of time: 12 months

Appropriate descriptors of the program/activity

- ____ recruitment
- ____ basic academic skills
- ____ job skills training
- _x_ interpersonal and/or life skills
- _x_ self concept development
- _x_ work attitudes/habits
- _x_ motivation
- ____ parent involvement
- _x_ career exploration/awareness
- _x_ career counseling
- _x_ employability skills
- _x_ work experience
- _x_ community service/learning experience
- ____ placement
- ____ job development
- ____ staff upgrading
- ____ interagency coordination
- _x_ support services
- ____ other

PROGRAM/ACTIVITY DESCRIPTION

For high school dropouts 16-22 age.

With week long assessment by professional firm, youth participate in weekly group and individual counseling sessions that concentrate on results from assessments.

Youth are placed in one of five programs leading to a GED. Appropriate program is selected for youth as a result of assessment.

Youth work 25 hours per week in community service projects, the program operators provide transportation and a worksite supervisor.

EVALUATION/INDICATORS OF SUCCESS

Current efforts at using evaluation tools developed at U.W. - Stout's Center for Vocational, Technical and Adult Education.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Youth Employment Agency

OPERATING AGENCY/INSTITUTION New Concepts Self Development Center, Inc.
636 W. Kneeland Street Milwaukee, WI 53205

CONTACT PERSON June Marten-Perry Tel. No. (414)

TARGET POPULATION

Youth

Number served: 75 Period of time: October 1, 1979 to July 31, 1980

Appropriate descriptors of the program/activity

- ____recruitment
- ____basic academic skills
- ____job skills training
- ____interpersonal and/or life skills
- x self concept development
- ____work attitudes/habits
- ____motivation
- ____parent involvement
- x career exploration/awareness
- x career counseling
- ____employability skills
- ____work experience
- ____community service/learning experience
- x placement
- ____job development
- ____staff upgrading
- ____interagency coordination
- x support services
- ____other

PROGRAM/ACTIVITY DESCRIPTION

Creation of youth employment agency that will:

1) assess 100 youths' vocational interest, educational and self-concept levels,
2) develop individual personal improvement and employment potential profiles,
3) provide job exposure and career education focusing on realistic and non-traditional careers,
4) provide private sector employers with a resource to match their jobs,
5) provide follow-up and supportive services once youth are placed in jobs -- to help keep the job, and,
6) try to improve the overall rate of hiring low-income minority youth and increase their ability to enter and remain in the work force.

EVALUATION/INDICATORS OF SUCCESS

This project was funded in Fiscal Year 1980 and was refunded in Fiscal Year 1981 after staff assessments of program effectiveness and participation in a rigorous proposal selection process.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Youth Employment and Training Program (YETP)

OPERATING AGENCY/INSTITUTION Fox Valley Technical Institute (FVTI)

P.O. Box 2277, Appleton, WI 54913

CONTACT PERSON Barbara S. Keller Tel. No. (414)735-5696

TARGET POPULATION

Eligible youth, aged 16-19, who have left school prior to graduation and are in need of GED training and employment experience.

Number served: 75 Period of time: October 1, 1980 through September 30,1981

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
____ community service/learning experience
x placement
____ job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

Lack of a high school diploma and a viable work record combine to present an overwhelming barrier to employment for this target group. Through a carefully phased program, YETP seeks to provide training in employment skills, preparation for the GED, career testing and assessment, a brief stabilizing work experience and placement services.

The program operates on the basis of group dynamics and relies heavily on peer encouragement and competition to develop self-concept and a sense of achievement. While components are flexible, participants are required to make a commitment to the program evidenced by hard work. Little latitude is allowed for poor behavior and lack of commitment.

EVALUATION/INDICATORS OF SUCCESS

Early indicators are that the program will succeed in helping this very difficult group. Prior experience was that it was nearly impossible to keep youth in the program long enough to be of real benefit.

WISCONSIN

TITLE OF PROGRAM/ACTIVITY YETP Youth Employment Training Program; YWE-Youth Work Experience

OPERATING AGENCY/INSTITUTION Winne-Fond CETA Consortium
P.O. Box 2685 Oshkosh, WI 54903

CONTACT PERSON Diane Matsche Tel. No. (414)424-0020

TARCET POPULATION

Youth are ages 14-21, economically disadvantaged, approximately 20% are handicapped and 10% offenders. In-school youth who are dropout prone.

Number served: 350 Period of time: 1 year

Appropriate descriptors of the program/activity

____ recruitment
____ basic academic skills
____ job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
x parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
x community service/learning experience
x placement
x job development
____ staff upgrading
____ interagency coordination
____ support services
____ other

PROGRAM/ACTIVITY DESCRIPTION

YETP and YWE are directly operated by the Center for Career Development and Employability Training (CCDET) and the Fond du Lac School District. The programs stress the overall development of lifetime employability skills rather than job skills. Upon enrollment each youth is assessed as to his/her needs, interests, etc. An appropriate job site is developed for the individual youth. At the same time youth are simultaneously enrolled in a 2 hour bi-weekly employability skills in-service session. The in-service sessions is geared to assist youth in focusing on realistic planning beyond the educational experience. Youth are placed on a jobsite which meets their needs with respect to skill level, amount of supervision area of individual's interests. Youth are provided one-to-one counseling when needed. Fond du Lac County serves many rural sites placing the youth in a jobsite in their own community. The programs stress school completion and the transition for further education or work.

EVALUATION/INDICATORS OF SUCCESS

The program is evaluated on both qualitative and quantitative measures. Youth are phased out of the program and hopefully into private sector jobs where they are judged to be "employment ready".

WISCONSIN

TITLE OF PROGRAM/ACTIVITY Youth Work Experience Program

OPERATING AGENCY/INSTITUTION Employment and Training Association
55 N. Dickinson Madison, WI 53703

CONTACT PERSON Jim Erlenborn Tel. No. (608)257-7774
Deborah Cook

TARGET POPULATION

14-21 age - minority groups 35% handicapped include MR/Emotionally disturbed/ learning disabled.

Number served: 200 Period of time: School year
800-900 Summer Program

Appropriate descriptors of the program/activity

- x recruitment
- ____ basic academic skills
- x job skills training
- x interpersonal and/ or life skills
- x self concept development
- x work attitudes/ habits
- x motivation
- ____ parent involvement
- ____ career exploration/ awareness
- x career counseling
- ____ employability skills
- x work experience
- ____ community service/ learning experience
- x placement
- x job development
- ____ staff upgrading
- ____ interagency coordination
- x support services
  Recruitment
  Intake/Referral
- x other
  Assessment, placement, counseling, limited transportation

PROGRAM/ACTIVITY DESCRIPTION *

The primary objective of the Youth Employment Program is to provide to low-income and disadvantaged youth the opportunity to obtain work experience training and other employment services in order to enhance their employability and achieve unsubsidized employment after they have graduated from high school.

The EATA will employ two strategies to service the CETA eligible populations within the County school system: 1) In-School Work Experience Program, 2) Youth Placement Service Component.

The Work Experience Component: The principal strategy of the Work Experience component is the utilization of community resources in the form of public and private nonprofit work sites. The utilization of community work sites also provides a greater variety of career opportunities for participants to explore and become aware of. It also brings the enrollee into established community and public agencies where they can receive training for jobs that exist by virtue of their established functions.

The basic tool in maintaining quality training job sites is the Work Experience "Job Site Agreement Form" which outlines the responsibility of job sites in terms of training, exposure to the work world, and absorption; and those responsibilities of the Work Experience Program such as supportive counseling and payment of enrollee wages.

Youth Placement Service Component: The Youth Placement Service is new to EATA. Its basic function is to provide placement into unsubsidized employment to those eligible youth who are capable of maintaining employment in the private sector.

The summer program has similar objectives but is much enlarged in enrollees and staff.

Staff for work experience in/school has a staff of 3, 2 counselors and 1 director/job placement person.

TITLE OF PROGRAM/ACTIVITY Guam Community College

OPERATING AGENCY/INSTITUTION Guam Community College
P.O. Box 23069, MPF Guam, Mariana Islands 96921

CONTACT PERSON John C. Salas, Provost Tel. No. (671)734-4311

TARGET POPULATION

Total population of Territory of Guam at or above secondary level, including adults functioning at a lower level.

Number served: 3,000 **Period of time:** per annum

Appropriate descriptors of the program/activity

x recruitment
x basic academic skills
x job skills training
x interpersonal and/or life skills
x self concept development
x work attitudes/habits
x motivation
___ parent involvement
x career exploration/awareness
x career counseling
x employability skills
x work experience
___ community service/learning experience
___ placement
x job development
___ staff upgrading
x interagency coordination
___ support services
___ other

PROGRAM/ACTIVITY DESCRIPTION

Guam Community College provides vocational, industrial, and technical education/training programs through a variety of programs. High school diplomas (regular and adult), occupational certificates, journeyman certificates, and Associate Degrees are awarded for completion of the prescribed course of study for each award. Students are given assistance in finding jobs for their area of concentration. Jobs may be as a part of a Co-op Ed. program, apprenticeship program, or work experience program. All efforts are directed toward placement of students in positions which will be personally as well as financially rewarding.

EVALUATION/INDICATORS OF SUCCESS

Success is determined by means of a student follow-up which is conducted on an annual basis. This survey measures success by numbers of students gainfully employed and their corresponding financial gain. It also measures skills gained as compared to those with no or little training.

PUERTO RICO

TITLE OF PROGRAM/ACTIVITY: Work-Study Program

OPERATING AGENCY/INSTITUTION: Department of Education, Vocational
Hato Rey, Puerto Rico 00917

CONTACT PERSON: Mrs. Ada Nelly Cardona Tel. No. (809)754-0828
Coordination and Special Activities Component

TARGET POPULATION

The program services economically disadvantaged vocational students at the secondary level.

Number served: 804 Period of time: September 8, 1980 to April 30, 1981

Appropriate descriptors of the program/activity

- ☐ recruitment
- ☒ basic academic skills
- ☒ job skills training
- ☐ interpersonal and/or life skills
- ☒ self concept development
- ☒ work attitudes/habits
- ☒ motivation
- ☐ parent involvement
- ☒ career exploration/awareness
- ☒ career counseling
- ☒ employability skills
- ☒ work experience
- ☒ community service/learning experience
- ☐ placement
- ☒ job development
- ☐ staff upgrading
- ☐ interagency coordination
- ☐ support services
- ☐ other

PROGRAM/ACTIVITY DESCRIPTION *

The program goal is to keep students in school until graduation time and to foster good working habits and attitudes.

(Work And Study Centers provides comprehensive services including vocational skills training, basic education, health care for young people who are poor, out of school and out of work. A wide range of vocational courses are available at a variety of skill levels, and all programs are "open entry-open exit". The Department of Education of Puerto Rico operates twenty five of these Centers in which vocational training programs concentrate on 10 different skill clusters which are adjusted to the supply and demand on the labor force. The whole program is funded with federal and state funds and our biggest successes are the positive ratings given by enrollees of the training they receive and the high placement rates of the young people that finish their vocational training. Our major challenge, is to improve placement methods in order to shorten the time between termination and gainful employment, as well as to improve the job training match.)

PROGRAM INDEX BY DESCRIPTORS

PROGRAM INDEX BY DESCRIPTORS

The following charts indicate descriptors reported for each program/activity.

Descriptors ↓	Alabama	Alaska	Arizona								Arkansas						California																Colorado	Connecticut					Delaware	
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Recruitment		X	X	X		X		X	X		X	X					X	X		X		X	X				X	X	X	X		X		X					X	X
Basic academic skills	X		X	X			X	X	X		X	X					X	X	X							X			X										X	X
Job skills training	X		X	X	X	X	X	X	X	X	X			X			X					X	X			X	X	X	X	X				X	X	X			X	X
Interpersonal/life skills	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X								X	X	X		X	X	X	X		X		X	X
Self concept development	X		X	X	X	X	X	X	X	X	X	X	X		X		X		X	X			X					X	X	X		X	X	X	X		X		X	X
Work attitudes/habits	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X			X	X	X	X	X			X	X	X	X		X	X	X
Motivation	X		X	X	X	X	X	X	X	X	X	X	X		X		X	X		X				X		X			X	X		X	X	X	X	X	X		X	X
Parent involvement	X		X	X	X				X	X																	X		X				X	X		X			X	X
Career exploration/awareness		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X		X	X	X		X	X	X		X		X	X	X
Career counseling		X	X	X	X	X		X	X	X	X	X	X	X	X		X			X				X	X	X		X	X	X			X	X	X	X			X	X
Employability skills		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X			X	X		X	X				X	X	X			X	X
Work experience	X	X	X	X	X	X		X	X	X		X	X	X			X	X	X	X	X	X				X		X	X	X	X			X				X	X	X
Community serv./learning exp.		X	X	X	X	X			X	X	X		X					X											X					X			X	X	X	X
Placement		X	X	X	X			X	X	X	X		X	X			X			X		X	X			X	X	X	X	X		X		X	X				X	X
Job development			X	X	X			X	X	X				X			X			X			X			X		X	X										X	X
Staff upgrading			X	X	X	X		X	X	X							X												X				X						X	X
Interagency coordination	X		X	X	X			X	X	X	X						X	X	X					X		X			X				X	X		X	X		X	X
Support services						X		X	X								X	X	X				X						X				X						X	
Other								X									X								X	X								X			X			

	Delaware			Florida											Georgia									Idaho			Illinois													
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Recruitment		X			X	X			X	X	X	X	X							X		X											X			X		X	X	X
Basic academic skills		X	X	X	X		X	X		X	X	X	X										X			X	X			X			X			X	X	X	X	
Job skills training	X	X			X	X			X	X	X	X	X										X		X	X		X	X	X		X	X			X	X		X	X
Interpersonal/life skills		X	X		X	X	X	X		X	X	X	X		X							X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X
Self concept development	X	X	X		X	X	X			X	X	X	X								X	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	
Work attitudes/habits	X	X	X		X	X	X	X	X	X	X	X	X	X							X	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X
Motivation	X	X	X		X	X	X	X		X	X	X	X	X							X	X	X			X		X		X		X	X		X	X	X	X	X	X
Parent involvement		X			X	X				X	X	X	X										X				X					X	X			X				
Career exploration/awareness	X	X		X	X	X			X	X	X	X	X		X		X	X	X	X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X	X	X
Career counseling		X	X		X	X	X	X	X	X	X	X	X								X	X	X		X	X	X			X			X		X	X		X	X	X
Employability skills		X	X		X	X	X		X	X	X	X	X								X		X		X	X	X	X		X		X	X		X	X	X	X	X	X
Work experience		X			X			X	X		X	X	X	X									X		X	X			X			X	X			X	X	X		
Community serv./learning exp.	X	X			X									X					X	X		X	X		X			X		X	X	X				X	X	X		
Placement		X	X		X			X	X	X	X		X	X									X		X	X						X				X		X	X	
Job development		X	X		X	X		X	X		X	X	X												X	X						X				X	X			
Staff upgrading					X				X		X	X															X						X	X		X			X	
Interagency coordination	X	X			X	X		X	X	X	X	X	X	X									X	X				X				X				X		X	X	X
Support services		X			X			X	X		X	X										X	X				X	X				X	X			X				X
Other					X		X					X			X	X	X	X			X																			

	Illinois		Indiana		Iowa	Kentucky								Louisiana	Maine						Maryland								Massachusetts			Michigan					Minnesota		Missouri
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Recruitment	X					X	X		X	X	X			X		X	X	X	X				X	X	X	X		X		X	X	X		X		X			X	
Basic academic skills	X				X		X		X	X	X					X						X	X	X		X	X									X			X	
Job skills training					X	X	X	X	X	X	X	X	X			X				X	X		X	X		X	X			X		X				X	X	X	X	
Interpersonal/life skills	X					X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X	X		X		X						X	X	X	
Self concept development	X		X			X		X		X			X			X	X	X	X	X	X	X	X	X	X		X		X		X					X	X	X	X	
Work attitudes/habits	X		X			X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X				X	X	X	X	
Motivation	X					X		X	X	X						X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X				X		X	X	
Parent involvement	X							X	X	X						X	X		X		X		X	X		X				X										
Career exploration/awareness		X		X				X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X		X		X	X	X	X	
Career counseling	X	X				X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X		X	X	X	X	
Employability skills			X		X	X	X	X	X	X	X	X	X		X	X		X	X		X	X	X	X	X	X	X		X	X	X	X			X		X	X	X	
Work experience			X	X			X	X			X					X	X			X	X		X	X	X	X	X			X		X				X	X	X	X	X
Community serv./learning exp.	X			X	X											X				X	X	X				X														
Placement						X	X	X	X	X	X			X		X	X	X	X		X		X	X	X	X		X	X			X			X			X	X	
Job development		X						X	X							X	X				X	X	X	X	X	X		X				X			X			X		
Staff upgrading							X	X		X	X	X				X			X		X	X	X	X		X		X	X									X	X	
Interagency coordination	X	X		X	X	X		X	X	X	X			X		X		X	X	X	X	X	X	X	X	X		X	X				X					X	X	
Support services						X	X	X		X						X	X			X		X	X	X		X	X		X	X		X						X	X	
Other		X						X											X				X					X	X											

	Missouri										Montana			Nebraska		Nevada		New Jersey									New Mexico						New York							
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Recruitment										X	X	X						X	X		X					X	X		X					X	X				X	
Basic academic skills	X		X	X	X	X	X	X			X	X				X			X	X	X					X	X	X		X	X	X		X		X		X		
Job skills training			X	X	X	X	X	X		X	X	X		X	X				X		X		X	X	X	X	X			X	X	X	X	X	X	X		X	X	
Interpersonal/life skills	X			X		X		X		X	X	X				X		X	X				X	X	X	X	X	X	X					X	X	X			X	X
Self concept development	X			X	X	X		X		X	X	X				X		X	X	X			X	X	X	X			X					X	X					X
Work attitudes/habits	X	X	X	X		X	X	X		X	X	X			X	X		X	X	X	X		X	X	X	X	X	X	X				X	X	X	X		X	X	X
Motivation	X	X	X	X		X	X	X		X	X	X			X	X			X	X			X	X	X	X		X	X				X	X	X	X			X	X
Parent involvement				X			X				X							X	X							X								X						
Career exploration/awareness				X	X	X	X	X		X	X	X	X				X	X	X	X	X		X	X	X	X	X							X	X	X	X	X	X	
Career counseling		X	X	X	X	X	X	X		X	X	X				X		X	X	X	X		X	X	X	X	X							X	X	X		X	X	
Employability skills	X	X	X		X	X	X	X			X	X		X	X				X				X	X	X	X		X	X				X	X	X	X		X	X	
Work experience	X		X			X		X	X	X	X	X				X		X	X		X		X	X	X	X							X	X	X	X		X	X	
Community serv./learning exp.											X	X						X	X				X	X	X	X							X							
Placement		X		X	X	X		X		X		X	X	X	X			X	X		X			X		X								X	X	X			X	X
Job development		X	X	X	X	X	X	X		X		X	X		X	X		X	X		X		X	X	X	X								X	X				X	
Staff upgrading		X								X									X							X			X					X						
Interagency coordination								X		X	X	X			X			X	X				X	X	X	X								X	X				X	
Support services			X	X		X					X	X							X							X	X							X					X	X
Other											X								X																X	X				

	New York																					North Carolina			North Dakota	Ohio														
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Recruitment	X					X		X	X	X		X		X			X	X	X	X	X	X	X	X			X	X		X	X						X	X	X	X
Basic academic skills	X	X				X		X		X	X			X			X			X	X	X			X					X				X	X	X	X		X	X
Job skills training	X	X	X		X		X	X	X	X	X	X		X				X	X	X	X	X	X	X	X					X			X	X		X	X	X		X
Interpersonal/life skills	X	X	X			X	X	X	X	X		X	X	X			X	X	X	X	X	X	X	X			X			X	X	X		X	X	X	X		X	
Self concept development	X	X				X	X	X	X	X	X		X	X		X	X	X	X		X	X	X	X			X	X		X	X	X			X	X	X		X	
Work attitudes/habits	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Motivation	X	X	X			X		X	X	X		X		X		X	X	X	X	X	X	X	X	X	X		X			X	X			X		X	X	X	X	X
Parent involvement	X	X				X		X						X			X								X						X			X			X		X	
Career exploration/awareness	X	X	X			X		X	X	X		X		X		X	X			X	X	X	X	X	X		X			X	X	X				X	X	X	X	X
Career counseling	X	X	X			X	X	X	X	X		X	X	X			X	X	X	X	X	X	X	X	X		X			X	X					X	X	X	X	X
Employability skills	X	X	X					X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X
Work experience	X		X		X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X								X				X	X	X	X	X	X	X
Community serv./learning exp.					X	X		X	X	X				X				X			X																	X	X	X
Placement	X		X	X				X	X	X		X		X			X		X	X		X	X					X		X		X	X	X	X	X	X	X	X	X
Job development	X							X	X	X		X		X			X					X										X				X			X	X
Staff upgrading	X		X					X	X	X				X											X						X	X	X			X				
Interagency coordination	X	X				X		X	X	X		X		X			X						X	X	X		X										X	X	X	X
Support services		X						X	X	X		X		X							X	X									X		X					X		X
Other	X							X	X												X										X						X			X

	Ohio	Oklahoma														Oregon									Pennsylvania									South Carolina		Tennessee			Texas	
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Recruitment	X	X									X	X	X	X		X	X	X					X		X		X	X	X	X	X		X	X	X	X	X	X		X
Basic academic skills				X			X					X	X		X	X	X	X							X	X	X	X	X	X	X	X	X	X	X	X				
Job skills training	X	X	X	X	X		X					X			X	X		X			X				X	X	X	X	X	X	X	X	X	X	X					X
Interpersonal/life skills	X	X	X	X			X	X				X	X	X	X	X		X			X				X	X	X	X	X	X		X		X	X	X	X	X	X	X
Self concept development	X	X	X	X			X	X		X		X	X	X	X	X		X			X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	
Work attitudes/habits	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Motivation	X	X	X	X			X		X	X	X	X	X	X		X	X	X							X	X	X	X	X	X	X	X	X		X	X	X	X		X
Parent involvement	X	X								X	X	X				X	X	X					X	X					X				X		X	X				
Career exploration/awareness	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Career counseling	X	X	X	X			X	X	X	X	X		X		X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Employability skills	X	X	X	X	X		X	X			X	X					X	X			X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Work experience		X	X	X			X			X	X			X	X		X	X					X		X	X	X	X	X		X	X	X	X	X					X
Community serv./learning exp.		X		X							X	X				X	X	X											X	X	X	X	X		X					X
Placement		X	X	X		X	X			X							X	X	X	X		X		X	X	X	X	X	X	X		X	X	X	X		X			X
Job development		X	X				X										X	X	X	X		X		X			X	X	X	X	X		X	X	X		X	X		X
Staff upgrading		X			X													X																						X
Interagency coordination	X	X			X	X					X	X		X			X	X					X	X			X		X					X	X	X	X	X		
Support services		X									X						X	X								X	X	X	X	X	X	X			X	X				
Other											X							X	X			X		X											X					

	Texas				Utah	Vermont			Virginia				Washington	West Virginia	Wisconsin																		Guam	Puerto Rico
Descriptors ↓ *Page* →	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274
Recruitment			X							X	X	X	X	X							X		X				X			X		X	X	
Basic academic skills	X						X		X	X			X	X	X						X	X	X	X		X	X			X			X	X
Job skills training	X	X	X			X	X	X			X	X	X		X		X		X		X		X			X	X					X	X	X
Interpersonal/life skills		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X		X	X		X	X	X	X	X		X	X	X	X	
Self concept development	X	X		X		X	X	X		X		X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Work attitudes/habits	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		X	X	X		X	X	X	X	X
Motivation	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X		X	X	X		X	X	X	X	X
Parent involvement													X	X	X				X			X					X			X	X			
Career exploration/awareness	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X		X	X
Career counseling	X	X	X	X	X	X		X	X	X		X	X	X	X		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Employability skills	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X		X	X	X		X	X		X	X
Work experience	X	X	X		X	X	X	X			X	X	X	X	X			X		X	X	X		X		X	X	X		X	X	X	X	X
Community serv./learning exp.			X		X			X					X		X						X	X		X		X	X	X			X			X
Placement	X		X		X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X				X	X		X	X	X	X		
Job development			X		X	X		X		X		X	X	X	X		X				X					X	X				X	X	X	X
Staff upgrading	X		X				X						X	X									X			X	X							
Interagency coordination	X									X	X	X	X	X	X				X		X		X		X		X						X	
Support services										X	X	X	X	X			X						X				X	X	X					
Other												X																						

PROGRAM ACTIVITY DESCRIPTORS: FREQUENCY AND PERCENTAGE RANKING

TOTAL NUMBER OF PROGRAM/ACTIVITY REPORTS: 274

Descriptors	*Number of Program/Activities Indicating Descriptor*	*Percentage of Programs Indicating Descriptor*
Work attitudes/habits	224	82%
Career exploration/awareness	211	77%
Employability skills	195	71%
Career counseling	195	71%
Motivation	187	68%
Interpersonal/life skills	183	67%
Self concept development	181	66%
Job skills training	161	59%
Work experience	159	58%
Placement	155	57%
Recruitment	129	47%
Interagency coordination	128	47%
Basic academic skills	124	45%
Job development	116	42%
Community serv./learning exp	87	32%
Support services	87	32%
Parent involvement	79	29%
Staff upgrading	67	24%
Other	37	14%

Section C

ADDITIONAL REFERENCES WHICH ADDRESS THE PROBLEM OF YOUTH EMPLOYMENT

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WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs--vocational education, technical education, adult education, career education, and manpower training--to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

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